

Three diagnostic tests to establish specific vocabulary
needs for middle grade geography.

Moody, B.D.

Thesis 1949

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THREE DIAGNOSTIC TESTS TO ESTABLISH
SPECIFIC VOCABULARY NEEDS FOR
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THESIS

THREE DIAGNOSTIC TESTS TO ESTABLISH
SPECIFIC VOCABULARY NEEDS FOR
MIDDLE GRADE GEOGRAPHY

Submitted by

Beatrice D. Moody

(B.S. in Education, State Teachers College, Salem,
Massachusetts, 1946)

In partial fulfillment of requirements for
the degree of Master of Education

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First Reader: Dr. Helen B. Sullivan, Professor of Education

Second Reader: Dr. Donald D. Durrell, Professor of Education

Third Reader: Dr. W. Linwood Chase, Professor of Education

Three Diagnostic Tests

First Reader: Mr. John D. Sullivan, Professor of Education
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Third Reader: Dr. J. Henry Chase, Professor of Education

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CHAPTER I

INTRODUCTION TO THE STUDY

One of the major purposes of this study was to determine the extent to which the use of the word "and" in the sentence "The cat sat on the mat and the dog barked" is understood by the children. The results of the study are presented in the following table.

CHAPTER I

INTRODUCTION TO THE STUDY

AND

STATEMENT OF THE PROBLEM

The Problem

Statement of the Problem

The purpose of this study was to determine the extent to which the use of the word "and" in the sentence "The cat sat on the mat and the dog barked" is understood by the children. The results of the study are presented in the following table.

Many experimental studies have shown that pupils left to their own resources often are unable to recognize their own mistakes. Though they are able to derive word meanings from the context they often fail to do so. For this reason

CHAPTER I
INTRODUCTION TO THE STUDY
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STATEMENT OF THE PROBLEM

CHAPTER I

INTRODUCTION TO THE STUDY

On the basis of evidence secured concerning needs and deficiencies in respect to meaning vocabularies, it appears that guidance is requisite. When specific attention is not given to the recognition of words and the application of accurate meanings, handicaps to comprehension are prevalent. This is well illustrated in the content subjects where it is necessary to obtain factual information from the textbooks. Often pupils grasp little meaning from the assignment read during independent study, as their vocabulary is too limited to include many of the words encountered.

The Problem

Statement of the Problem

The purpose of this study was to establish in a school system some specific vocabulary needs for middle grade geography by means of three author-built diagnostic tests. It was hoped the results would show the words needing special attention and thus serve as a guide to the teachers of these grades.

Many experimental studies have shown that pupils left to their own resources often are unable to recognize their need for assistance. Though failing to derive word meanings from the context they seldom seek help. For this reason

direct instruction in the meaning of words is necessary for accuracy of comprehension and economy of time. This latter point is important when one considers the amount of time involved while pupils are groping for understanding.

Reading efficiency depends upon improvement in word meaning, therefore guidance must be provided to enrich and expand the meaning vocabulary. In order to meet the requirements of the present curriculums possession of an adequate vocabulary is essential. The increasing demands upon pupils to attach concise meanings to words for intelligent comprehension cannot be ignored.

The teacher who is aware of the particular vocabulary needs of her group is able to accomplish much through adept preliminary activities involving the troublesome words of the lesson to be presented. This study was undertaken to assist in revealing the specific words causing difficulty in the interpretation of middle grade geography.

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CHAPTER II

REVIEW OF RESEARCH

Various investigations relating to vocabulary have resulted in significant statements concerning this problem. Some of these conclusions, being very illuminating findings, will be summarized in this chapter.

Gray¹ makes a pertinent introduction to these in the following paragraph:

REVIEW OF RESEARCH

The fact is widely recognized that far too little has been done in the past to extend systematically the meaning vocabularies of children. This is particularly true in the content fields in which many teachers make little or no specific effort to help pupils attach meanings to words. Such a procedure is often followed on the assumption that the meanings of words are acquired best through the context. The deficiencies exhibited by many pupils indicate, on the other hand, that some systematic guidance is desirable in promoting vocabulary development.

Pressey's² investigation showed that much of the difficulty which pupils have in studying their textbooks was due to lack of knowledge of the more or less technical words in a subject, rather than to lack of any general silent reading ability.

¹ William S. Gray and Eleanor Holmes, The Development of Meaning Vocabularies in Reading: An Experimental Study (Publications of the Laboratory Schools of the University of Chicago, No. 8. Chicago: The University of Chicago, 1938), p. 4.

² Lucille C. Pressey, "An Investigation of the Technical Vocabularies of the School Subjects," Educational Research Bulletin, 3:182-85, April, 1934.

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CHAPTER II

REVIEW OF RESEARCH

1. Introduction

2. Literature Review

3. Methodology

4. Results

5. Discussion

6. Conclusion

7. References

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² Inella C. Pressley, "An Investigation of the Technical Vocabulary of the School Subjects," Educational Research Bulletin, 3:182-85, April, 1934.

McCullough's³ report is concerned with the inadequacy of textbooks in providing opportunity for developing skill in detecting context clues. She says the more mature and more intelligent reader attacks strange words in more ways than does the less mature and less able. It would seem from this that the less mature reader needs guidance, while the more mature needs more opportunity to practice skills than the textbooks usually provide. The value of such guidance has been shown in studies using a list of technical words and furnishing helpful definitions.

Other studies have clearly demonstrated that pupils encounter many words for which they have vague or no-meaning association. In establishing this point Leavell and Hollister⁴ had seventh and eighth grade pupils make lists of all the unfamiliar words found in their social studies assignments. Only 771 of their words were common to both grades out of the total number of 3,733 listed. Of these almost half were not on Thorndike's list of ten thousand most commonly used words. These data may appear out of proportion, but in all probability the pupils actually did not include all the words unknown to them.

³ Constance M. McCullough, "The Recognition of Context Clues in Reading," Elementary English Review, 22:1-5, January, 1945.

⁴ Ullin W. Leavell and George E. Hollister, "Social Studies Vocabulary Difficulties in the Upper Grades," Peabody Journal of Education, 12:287-93, May, 1935.

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³ William W. Leavell and George E. Hollister, "Social Studies Vocabulary Difficulties in the Upper Grades," Psychological Journal of Education, 12:287-92, May, 1915.

According to Green, Jorgenson and Gerberich,⁵ "The element of subject-matter vocabulary is basic to effective social science reading. Reading vocabulary has only recently received the attention it deserves as a factor conditioning the efficiency of reading and study." To impress this they mention the work of Tormey⁶ who has shown "that vagueness in the meanings which children attach to apparently simple phrases in history content definitely limits their accomplishment in the subject. He further showed that relatively brief periods of training in the acquisition of clear-cut meanings for these terms pay big dividends in greatly improved accomplishment in the subject."

The teaching of meaning vocabularies is stressed by O'Connor⁷ who found that "an extensive knowledge of the exact meaning of English words accompanies outstanding success in this country more often than any other single characteristic which The Human Engineering Laboratories have been able to isolate and measure."

⁵ Harry A. Green, Albert N. Jorgenson, and J. Raymond Gerberich, Measurement and Evaluation in the Elementary School, (New York: Longmans, Green and Co., Inc., 1945) p. 404.

⁶ T. J. Tormey, "The Effect of Drill Upon the Specific and General Comprehension of Historical Content." Abstract in Doctoral Theses in Education, I. (University of Iowa Studies in Education, Vol. IX, No. 1, Iowa City: University of Iowa, 1943), pp. 153-82

⁷ Johnson O'Connor, "Vocabulary and Success." Atlantic Monthly, 153:160-166, February, 1943.

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⁷ T. J. Torrey, "The Effect of Drill Upon the Scientific and General Comprehension of Elementary Content," Abstract in Journal of Research in Education, I. (University of Iowa Studies in Education, Vol. I, No. 1, Iowa City: University of Iowa, 1945), pp. 153-62.

⁸ Johnson O'Connor, "Vocabulary and Success," American Monthly, 155:100-105, February, 1943.

The growth of vocabulary is influenced by the capacity to learn, the environment, the nature and development of interests and the kind of instruction received. It is this fourth factor that Durrell⁸ on his explanation of word mastery in silent reading illustrates as follows:

Attention to unfamiliar words is particularly important if the child is to increase his vocabulary through extensive reading. The child who ignores difficult words in silent reading fails to accumulate gradually a word's many meanings, which is a factor in enlarging one's vocabulary. Through silent reading the good reader generally acquires an extensive meaning vocabulary even though unable to pronounce all the words encountered. Often he has an exact understanding of them from noting shades of meaning during reading. . . . While it is desirable to pronounce correctly all words met in silent reading, this is not basic to reading development. However, if children fail to notice unfamiliar words, they are unlikely to grow in understanding of meanings.

. Knowledge of word meanings is usually based on experience rather than native ability. The task of the teacher is to study differences in word knowledge and to help children of limited experience.

Since requirements vary for children of different capacities and interest according to Thorndike⁹, "from 5,000 to 11,000 words at the end of grade six not counting derived forms ending in s, ed, ing, ly, er, and est," the duty of the school should not be minimized.

⁸ Donald D. Durrell, Improvement of Basic Reading Abilities, (New York: World Book Company, 1940), pp. 152-3.

⁹ Edward L. Thorndike, "Word Knowledge in the Grades," Nation's Schools, 14:19-20, December, 1934.

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⁸ Donald B. Bartlett, Improvement of Silent Reading
Apples, (New York: World Book Company, 1940), pp. 122-3.

⁹ Edward L. Thorndike, "Word Knowledge in the
Grades," National School, 14:12-13, December, 1934.

The implications of the following studies indicate that guidance of reading embraces various techniques and is designed (1) to help in the application of abilities previously attained during basic instruction, and (2) to supplement that with appropriate activities to develop special vocabulary.

"Vocabulary develops through experience," says Stone,¹⁰ "and not through the use of the dictionary or the formal recitation of definition." The activities which he suggests to aid growth of the sight vocabulary include: special interpretative problems requiring the selection, comparing, and contrasting of words in the text, and systematic lessons in the analysis of word meanings and in the use of appropriate helps, given in periods separate from the regular reading lesson. To discover whether or not instruction in various specific techniques improves the ability to find word meaning from context in grades five and six, Butler¹¹ conducted a study. Her conclusions were not statistically significant but did indicate a possibility that instruction in specific techniques may improve the ability to find word meaning from context.

¹⁰ Clarence R. Stone, Silent and Oral Reading. (Boston: Houghton Mifflin Co., 1922). p. 196.

¹¹ Hulda A. Butler, Finding Word Meaning from Context in Grade Five and Six. Unpublished Master's Thesis, Boston University, 1943.

The implications of the following activities indicate that evidence of reading emerges within activities and is designed (1) to help in the acquisition of activities previously attained during basic instruction, and (2) to supplement that with appropriate activities in developing special vocabulary.

"Vocabulary develops through experience," says Adams, 10 and not through the use of the dictionary or the formal recitation of definition. "The activities which he suggests to aid growth of the child vocabulary include: special interpretative problems requiring the selection, comparison, and contrasting of words in the text, and systematic lessons in the analysis of word meanings and in the use of appropriate aids helps, given in periods separate from the regular reading lesson. To discover whether or not instruction in various specific techniques improves the ability to find word meaning from context in grades five and six, Butler 11 conducted a study. Her conclusions were not statistically significant but did indicate a possibility that instruction in specific techniques may improve the ability to find word meaning from context.

10 Clarence R. Stone, Silent and Oral Reading.
(Boston: Houghton Mifflin Co., 1932), p. 130.

11 Bulda A. Butler, Finding Word Meanings from Context in Grade Five and Six, Unpublished Master's Thesis, Boston University, 1945.

Seegers¹² summarizes his review of recent research dealing with the development of vocabulary as follows:

If, through concrete experiences or other suitable stimuli, children are encouraged in or made to feel the need of expression, they will use words intelligently. The fact must guide us both in the use of lists and in the interpretation of tests. A word is difficult or easy to a child not in proportion to the incidence of its general use, but according to the amount and type of association the child (or adult) has had with the concept for which the word stands. Words are not easy or difficult. Ideas are. Consequently, to build vocabulary one should provide a classroom and school climate encouraging to the development of ideas and providing opportunities for reading, talking, writing, and thinking about them.

That is the difference between a "meaning vocabulary" and a word list.

The possible advantages of more direct ways of word attack to develop meaning Thorndike¹³ claims include brevity, system in general, systematic graduation in particular, efficiency and application. The small, known words will not need to be reread to reach the new words; any useful system of word grouping to increase ability to read may be applied; the meanings may be graded according to any appropriate scale; the most important meanings can be emphasized; and, he concludes, the knowledge may be applied by using the words.

¹² J. Conrad Seegers, "Recent Research in Vocabulary Development," The Elementary English Review, 23:61-68, February, 1946.

¹³ Edward L. Thorndike, "Improving the Ability to Read," Teachers College Record, 36:1-19, 123-144, 229-241, October, November, December, 1934.

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IS J. GORDON SIEGLER, "Recent Research in Vocabulary Development," The Elementary School Journal, 63:61-68, February, 1961.

IS EDWARD L. THORNDIKE, "Improving the Ability to Read," Tennessee College Journal, 36:1-10, 12-24, 25-34, October, November, December, 1951.

In respect to meanings Dolch¹⁴ classifies words in three groups; (1) those whose meanings are already known and need merely to be recognized; (2) those which can be taught through the use of familiar experience; and (3) those which can be taught satisfactorily only through the provision of additional first-hand experiences. It is the words in the third grouping that present the greatest problem where the special vocabulary of each subject is likely to be the stumbling block. Holmes¹⁵ determined which of two methods of presentation was the better in history. In this vocabulary study she found that the direct method - that of attacking the words directly and working them out - was the better. Ample practice in writing and speaking the words was given. Stone¹⁶ also agrees that "We fully comprehend a word only when we have experienced it in varied contextual relations. Isolated, formal attention to word meanings in connection with group activities in reading is, of course, out of harmony with the most effective procedure." This does not imply that consideration should not be given to the perplexities of the technical words of the various subjects. Rather,

¹⁴ Edward W. Dolch, Reading and Word Meanings, (Boston: Ginn and Company, 1929), p.104.

¹⁵ Eleanor Holmes, "Vocabulary Instruction and Reading", Elementary Review, 1:103-5, April, 1943.

¹⁶ Clarence R. Stone, Better Advanced Reading, (St. Louis: Webster Publishing Company, 1937), p.108.

as Stone¹⁷ continues "Each subject has a special vocabulary likely to cause difficulty to the student in study reading. The teaching procedures and techniques in each case should provide for the development of the concepts and the vocabulary expression of those concepts." Gray¹⁸ explains that it is not an easy task to grasp the meaning of a selection, as one cannot always rely on the meanings which he has previously attached to specific words. "This," he claims, "is due to the fact that they are often used by the writer in a new or different sense. As a result the reader must search, sometimes quite vigorously, for the specific meanings implied by the words read."

In their article Murra, Wesley, and Zink²⁰ concur that the child's limited background of experience produces failure of words to convey adequate meanings, and faulty use of words develops wrong associations between words and realities. Turning to the chapter "The Elementary School Child" by Jersild²¹ in which he discusses the consequences of pushing

¹⁷ Ibid., p. 177.

¹⁸ William S. Gray, Section on "Reading," Encyclopedia of Educational Research, (New York: The MacMillan Company, 1941), p. 901.

¹⁹ Wilbur Murra, Edgar Wesley and Norah Zink, Section on "Social Studies," Encyclopedia of Educational Research, (New York: The MacMillan Company, 1941), p. 1140.

²⁰ Arthur T. Jersild, Child Development and the Curriculum, (Bureau of Publications, New York: Teachers College, Columbia University, 1946), pp. 110-11.

children beyond their depth, we find the following example:

When children are thrust too soon into subject matter dealing with social and political affairs, they fail, of course, to grasp the ideas that the teacher is seeking to cultivate. But some kind of learning takes place. One consequence is that they learn to bandy words with only a partial understanding of their meaning. In one study it was found that a large percentage of children who had learned, for example, that Benjamin Franklin was a minister to France were at a loss to explain what a minister is. Some could make no distinction between a minister in the diplomatic sense and a clergyman.

Pressey's²¹ findings show this tendency to present subject matter to pupils too soon. These concern pupil's understanding of terms. When a sixth-grade group was asked merely to select the correct definition from four alternatives only one-third or fewer of the children recognized many common terms necessary for understanding of contemporary affairs. This would indicate that it is not likely they could comprehend what they read. Another opinion of the confusion which comes from inability to recognize words is given by Fernald.²² She is referring to the average

²¹ Luella C. Pressey, "A Study in the Learning of the Fundamental Special Vocabulary of History from the Fourth Through the Twelfth Grades," In T.L.Kelley and A.C.Krey, Tests and Measurements in the Social Sciences. Part IV, Report of the Commission on Social Studies, American Historical Association, (New York: Charles Scribner's Sons, 1934), pp. 158-218.

²² Grace M. Fernald, Remedial Techniques in Basic School Subjects, (New York: McGraw Book Company, Inc., 1943), p. 57.

child of normal intelligence who loses track of what he is reading because he has come to a word he does not recognize. "This tendency of unfamiliar words to attract the attention," she wrote, "blocks the individual as he is reading and throws him into a panic if he has to cover a certain amount of material or if he is reading aloud." We should not underestimate the damage this does over a period of time, and therefore, should not disregard the causes of the prevailing difficulties involved.

Harris²³ enumerates these as reasons:

- (1) inadequate skill in word recognition
- (2) scanty meaningful vocabulary
- (3) lack of ability to read in thought units
- (4) rate of reading which is inappropriate for the kind of material read
- (5) not enough practice in reading varied kinds of material for specific purposes.

In a study of erroneous word concepts Dearborn²⁴ found several causes in her analysis of the one hundred twenty-four examples submitted by the teachers, who had made detailed reports about the child's attempt to use the word. A few of the types of errors noted were: lack of experience with the word, lack of word recognition, mixed concepts previously formed, and similar spelling but different word meaning.

²³ Albert J. Harris, How to Increase Reading Ability (New York: Longmans Green Company, 1940), p. 268.

²⁴ Frances R. Dearborn, "Study of Erroneous Word Concepts in Reading," Elementary English Review, 6:3-6, 23, January, 1929.

When considering measures which may be employed to overcome the various weaknesses revealed, the heavy burden of the vocabulary in the content subjects presents a serious obstacle. From Shaffer's²⁵ investigation we infer that the quantity of the new words prevents mastery. He tabulated the words in three textbooks in world geography, and then compared them with Thorndike. Upon analysis he noted there were a relatively large number of difficult words of low frequency; a small number of words of high frequency; a high ratio of words not found in Thorndike's Word Book or if there, are located in the second half of the list; and great difference among the central tendencies of the three texts. From these findings he concluded that the study of geography requires the mastery of an exceptionally large number of words which are new to the pupil. This information becomes more significant when we consider that the development of word meaning is a slow process requiring variety of frequent repetition for mastery. As indicated from Ramsey's²⁶ study

²⁵ Lewis Gains Shaffer, "The Derivation and Analysis of a Vocabulary in World Geography" (unpublished Master's thesis, University of Pittsburgh, 1930, reviewed by Norah E. Zink, "Eighty-two Studies in the Teaching of Geography Classified by Content and Technique with Selected Summaries" Thirty-Second Yearbook of the National Society for the Study of Education, (Bloomington, Illinois: Public School Publishing Company, 1933), p. 457.

²⁶ Gertrude May Ramsey, "An Experimental Study of Reading Difficulty in Geography," (unpublished Master's Thesis, University of Pittsburgh, Pittsburgh, 1939).

lightening the vocabulary load lowered the index of reading difficulty. This resulted in better comprehension of the geographic material of a fifth grade textbook.

For the study of geography Willcockson²⁷ urges the enrichment of a child's experience through visual aids and reference books. She found that children sometimes know a word, yet fail to understand the viewpoint of the author as they apply an incorrect meaning. Other misconceptions of the fifth grade children she studied were: lack of ability to see relationships of word meaning and sentence structure, and lack of ability to acquire the new concept that takes place in the transition from the printed page to his mind.

Schauer²⁸ found that the results of the reading and vocabulary test, given to a fourth grade, did not correlate highly with their achievement in geography. These standardized tests showed a range in comprehension from 2.2 to 9.4 grade level, and in vocabulary from 2.1 to 7.6 grade level. Therefore, she advised determining the reason for the difficulty when pupils find the geography textbook too hard. From this knowledge material may be prepared to aid in making the text readable.

²⁷ Mary A. Willcockson, "Some Misconceptions of Fifth Grade Children in Geography," Journal of Geography, 43: 229-235, September, 1944.

²⁸ Virginia P. Schauer, "Teaching Children How to Read the Textbook," Journal of Geography, 44: 279-287, October, 1945

In her list of skills needed in using the parts of a geography book McGuire²⁹ includes the building of a basic vocabulary and concepts peculiar to social studies. Upon giving the Iowa Every-Pupil Test of Basic Skills, which showed little gain in skills from grade to grade through incidental teaching, she concluded that the teaching of the skills should be a definite part of the program. Lacey³⁰ advocates training for reading social studies and having the teacher of that subject (who is acquainted with the technical vocabulary, the social understandings to be learned, and the skills needed in the development of the concepts) responsible for this instruction.

The same concept in different contextual settings may have a variety of meanings for the young reader according to Ordan³¹ who used items from the newspapers for testing purposes. He discovered that the pupil could grasp the meaning of a concept in one text while in another text the same thought might be meaningless. This would indicate that insufficient practice had been given to develop the ability

²⁹ Edna M. McGuire, "Social Studies' Skills in the Elementary Schools," Social Education, 1:569-574, November, 1937.

³⁰ Joy Lacey, Teaching the Social Studies in the Elementary Schools. (Minneapolis: Burgess Publishing Co., 1941).

³¹ Harry Ordan, Social Concepts and the Child Mind. (New York: King's Crown Press, 1945).

to note the significant items and relate them to the whole concept. As aids to the understanding of words in context Witty³² suggests:

One technique to facilitate contextual reading involves the use of pictures. Pairs of pictures and paragraphs are presented, and the pupil is requested to note the significance of several items in the picture and to relate them to their equivalents in the paragraph. Discrimination between essential and unessential items directs attention to details in pictures and in paragraphs as well. The meaning of unknown words is clarified through attention to their double contextual setting.

Comprehension is checked further by exercises in which sentences from some of the paragraphs are presented with a key word deleted. The pupil is instructed to fill in the blank with a synonym. Care must be taken that this word can be derived by thoughtful examination of the context and that its insertion completes the meaning of the passage. Exercises of this type lead pupils to read thoughtfully and accurately.

Russell and Anderson³³ summarized judgments from 110 experts in the field of reading concerning various aspects of reading in the middle and upper grades, including such matters as content of readers, vocabulary control and development, use of workbooks, etc. They reported that the

³² Paul Witty, "Promoting the Normal Development of Pupils in Reading: in the Middle Grades," Co-operative Effort in Schools to Improve Reading, Compiled and Edited by William S. Gray (Chicago: The University of Chicago Press, Number 56, September, 1942), pp. 239-245.

³³ David H. Russell and Marion A. Anderson, "Professional Opinions About Basic Reading Programs in the Middle and Upper Grades of the Elementary School," Elementary School Journal, 46:81-88, October, 1945.

interest in vocabulary control has extended well into the middle grades. The majority favored vocabulary control at the fourth-grade level, while some would continue it further. Concerning the chief reading difficulties in the middle and upper grades the following opinions were expressed by the group: (1) inability to attack new words, (2) inability to read with comprehension, (3) inadequate vocabulary, and (4) difficult material.

As one correction measure for the above difficulties, a widely advocated method of attacking the problem of word perception, particularly the meaning aspect, is making use of context clues. Burfield³⁴ explains this procedure:

When an unfamiliar word is met, the teacher may urge the students to infer the probable meaning from the context. From the various meanings suggested, the teacher leads the students to understand why the context indicates which meaning is right. A caution must be uttered here. In a class discussion the teacher can be certain that the precise meaning is acquired, but, in reading by himself, the student who relies on context alone may acquire an erroneous meaning. Students should use the context as a clue to general meaning, but the more precise meaning of the word will often appear only after a synthesis of the aid afforded by the context clue, the use of the dictionary, and teacher guidance. The field of student interpretation is, of course, no broader than his experience.

Although these techniques were arranged for students

³⁴ Leone M. Burfield, "Basic Facts and Techniques Essential in Dealing with Word-Perception Difficulties in High Schools and Junior Colleges," The Appraisal of Current Practices in Reading, Compiled and Edited by William S. Gray (Chicago: The University of Chicago Press, Number 61, December, 1945), pp. 188-194.

of the high school level they could be adapted to the elementary school level, as may be seen from an appraisal of the method of Burfield³⁵ in more detail:

When an unfamiliar word is pointed out by some student in a class, it should be written on the blackboard in syllables, with the accent and the vowel sounds marked. Then following a class discussion of the meaning of the word, as it is inferred from the context and verified by consulting the dictionary. The derivation of the word and its other common meanings are discussed. The students are urged to make up sentences, using the word as it was used in the context as well as using it with other meanings. Emphasis should be placed on the student's expressing the meaning in his own words and making use of the word in oral and written work.

Teachers in all subjects need to ask more and more questions which test specific vocabulary. More word tests should be a part of every content subject taught. The problem of vocabulary is not the sole responsibility of the English teacher or of the remedial-reading teacher. It is the duty of every teacher to teach the vocabulary of his subject through as much direct experience as is possible. Field trips, visual aids, visits to museums, and good dramatic performances offer opportunities to enrich word meaning.

Cooper³⁶ also believes in teaching the origin of words and feels that teachers rarely plan a consistent study of word origins from grade to grade. He mentions several useful devices: (1) study of word families based on foreign roots, (2) drills emphasizing the many meanings which a familiar

³⁵ Ibid., p. 191.

³⁶ John H. Cooper, "Issues Relating To, And Principles Underlying, an Adequate Reading Program In The Middle Grades: Reading In The Social Studies," Co-operative Effort in Schools To Improve Reading, Compiled and Edited by William S. Gray (Chicago: The University of Chicago Press, Number 56, September, 1942). p. 72

word may take, (3) dictionary practice, (4) the study of antonyms and synonyms, and (5) practice in inferring the meaning of unfamiliar words.

Again the important points of those previously cited are emphasized as Whipple³⁷ states that "varied methods ought to be used in clarifying word meanings," and includes giving the pupils first-hand experience which aids in understanding the word; having them examine pictures of the object; giving a definition, a verbal description, or a synonym for a new word; and directing attention to the context in which the word appears, asking questions about the surrounding phrases, and developing the right meaning. She concludes by stressing that "The meanings of new words should usually be taught in relation to context since the context often gives the first clue to the meaning."

From Stauffer's³⁸ study of prefixes we learn that it is worthwhile to teach word formation by the use of the prefixes which form a definite part of our language. He

³⁷ Gertrude Whipple, "Issues Relating To, And Principles Underlying An Adequate Reading Program In The Middle Grades: Basic Instruction In Reading," Co-operative Effort in Schools To Improve Reading, Compiled and Edited by William S. Gray, (Chicago: The University of Chicago Press, Number 56, September, 1942), p. 62.

³⁸ Russell G. Stauffer, "Study of Prefixes in the Thorndike List to establish a List of Prefixes that Should Be Taught in the Elementary School," Journal of Educational Research, 35: 453, February, 1942.

explains that new words are formed by their use, and words already formed may be more readily interpreted through a knowledge of their usage. His conclusion indicates that a mastery over prefixes is essential for meeting the language needs of all students. The value of teaching prefixes had been maintained by Durrell and Sullivan³⁹ earlier. They said, "A child who has had his attention called to certain roots and prefixes and who later notices these elements in a new study will probably recognize the words at sight more readily than if he had no such training."

From the various studies presented in this chapter it is evident that vocabulary can be developed best with careful and intelligent direction. Convincing evidence justifies the promotion of appropriate methods to improve vocabulary instruction. Although the vocabulary difficulties and needs vary from grade to grade, in general, the problems at the different grade levels are much the same. Therefore, after determining the weaknesses, which means identifying the actual words needing attention, analysis of several procedures should indicate the method most suitable to the particular situation. Even simple devices may be adapted such as McCullough⁴⁰ suggests: (1) Reading a story and stopping at

³⁹ Donald D. Durrell and Helen B. Sullivan, "Vocabulary Instruction in the Intermediate Grades," Elementary English Review, 15:138-145, 185-198, April and May, 1938.

⁴⁰ McCullough, loc. cit.

points to have the children supply the next word, (2) using riddles for a number of different clues, (3) giving seatwork or boardwork in the form of a story with blanks to be filled in by the pupils.

The simplicity of the suggestions given for building word power should not lead one to doubt their value. Often the least complicated technique produces quite easily and very effectively the desired results. Neither should the importance of vocabulary development in increasing reading efficiency, which in turn serves to improve the learning of school subjects as a whole, be underestimated.

To establish the relationship between vocabulary and general achievement Traxler⁴¹ gave a test to about 500 pupils in grades four to eight inclusive. In his report he stated:

The existence of a relationship between vocabulary and general achievement in school has long been recognized. Every teacher is probably aware that, on the whole, the pupils with the greater knowledge of word meaning do the better school work. General impressions of this kind are supported by statistical data reported in various studies.

These findings have implications for both testing and teaching. First, if one wishes to obtain a rapid, fairly valid prediction of general achievement in the elementary grades, a word-meaning test appears to be preferable to an intelligence test. Second, the high relationship of word meaning to total achievement suggests that, in their attempts to improve the general achievement of elementary school pupils, teachers could well place more emphasis on teaching vocabulary.

⁴¹ Arthur E. Traxler, "The Relationship Between Vocabulary and General Achievement in the Elementary School," The Elementary School Journal, 45:331-33, February, 1945.

It is this second implication with which this study is most concerned. The practical value of an adequate vocabulary has been made clearly evident in the studies reported. Much interest in the development of word meaning procedures has been shown by the investigations. This has resulted in research and experiments on the part of educators to assist the class room teachers in their efforts to cope with the existing problems. From some of the findings it appears that in intermediate grade reading, incomplete or insufficient understanding of word meanings rather than inability to read the word causes most of the trouble. Since the curriculums of recent years have been greatly enriched the demand for a larger vocabulary must be met. Various suggestions have been presented to aid in meeting these new demands. These are especially worthwhile in relation to the content subjects where specific words appear as a handicap to comprehension. If weaknesses are prevalent they should be disclosed before a plan of procedure can be determined.

PROCEDURE

CHAPTER III

PROBATION

CHAPTER III

PROCEDURE

Many of the studies found during the course of research stressed the need of developing a vocabulary in each school subject. The chief concern of this study is to establish some specific vocabulary needs for middle grade geography by means of three diagnostic tests.

The vocabulary to be included was selected from the textbooks used as the basis for the study of geography in the middle grades of a school system. In fairness to the authors of these textbooks it should be stated that they endeavored to adapt the vocabulary to the children for whom the books were intended. As for the fourth-grade textbook Our Land and Far Lands Branon and Ganey⁴² wrote in their remarks "To The Teacher":

This book has been written in the language of children. Special effort has been made to use words which are not beyond the vocabulary of children for whom the book is intended. The sentences are short and confusing clauses and ambiguous phrases have been avoided.

All the work in this book has been tried out in the classroom many times. The authors have put in this book only worth while material. They have put in only the material which is adapted for young children. The authors do not believe in giving an adult book to young children to study.

⁴² Frederick K. Branon and Helen M. Ganey, Our Land and Far Lands, (New York: William H. Sadlier, Inc., 1932), p.i.

Atwood and Thomas⁴³ also gave explanations in their "Forward To The Teacher" in both the fifth-grade textbook The Americas and the sixth-grade textbook Nations Beyond The Seas. As these are identical in both books only one is used here:

The vocabulary has been checked by a graded word list prepared by Dr. B. R. Buckingham and Dr. E. W. Dolch. This graded word list contains about 20,000 entries. In making it, fifteen published and unpublished vocabulary studies were combined and then supplemented by original material secured from more than 16,000 children. The returns from this independent investigation were used to fill in the many gaps which were evident even after the fifteen previous studies had been combined. Finally, the graded word list was organized on the basis of meanings rather than on the basis of word forms. Not infrequently one meaning of a given word was found to be suitable for a primary grade, while another meaning of the same word might belong to a much higher grade.

A comparison of the text of "The Americas" with this graded word list gives assurance that its vocabulary is well within the grasp of the pupils for whom the book is intended. Wherever words likely to be new to pupils are introduced, they are explained; and avoidance of reading difficulties leaves the pupils free to give their undivided attention to the subject matter.

The words for this study were obtained by a careful scanning of every page of the textbook for each of the three grades. The words that appeared to be the type that might cause difficulty were listed in alphabetical order to avoid duplication, and three separate lists were made. As the

⁴³ Wallace W. Atwood and Helen Goss Thomas, The Americas, (Boston: Ginn and Company, 1942), p. iv.

Wallace W. Atwood and Helen Goss Thomas, Nations Beyond The Seas, (Boston: Ginn and Company, 1944,) p. iv.

fourth-grade textbook was being scanned, care was taken to omit words already chosen from that book. When the fifth-grade textbook was being scanned, all words previously recorded in the fourth-grade word list were eliminated from the fifth-grade word list. The same plan was followed while obtaining the sixth-grade words. All proper names were excluded from the word lists.

After considerable checking and rechecking of the three textbooks and the lists, well over a thousand words in all, or approximately four to five hundred words per grade were procured. With this number in mind it was thought to be advisable to build three tests, one at each grade level, using as many of the words as possible. The next point to be considered was the most suitable kind of test. Which type would lend itself best to the particular testing situation planned? The writer wanted to include a large number of words, and yet did not want the test to be too long. Upon examination of a variety of standardized tests the multiple-choice form proved to be the most adaptable.

Incomplete statements could be made with the key word followed by three responses, which were to be chosen from the same word list. No writing need to be expected of the pupils other than filling in a circle under the number of his choice for each statement. This would save testing time, and eliminate the subjective element by making the scoring highly

objective. Green, Jorgensen, and Gerberich⁴⁴ agree that:

Multiple-choice items have come to be the most popular form for standardized testing of recent years, and are increasingly coming into wide use for informal objective testing as well.

• • • • •
It is not difficult for pupils to understand and use. It is highly objective, and can be readily scored either by hand or by machine. Item-count procedures based on the results for an individual pupil or class have considerable diagnostic and analytic significance.

The writer's decision to use this form of test was further substantiated by Tilley⁴⁵ who records that Kelley found the multiple-choice type of test as valid and reliable as any objective instrument to determine the knowledge of words.

Three hundred multiple-choice statements were composed each having three alternatives with the correct responses distributed with random occurrence and all the alternative answers were placed at the end of the statement. The first hundred were built from words taken from the fourth-grade list and all the alternative words, as well as the key words, were taken from the same list. This group was entitled "Word Meaning Exercise X" to avoid any pupil being disturbed by the implication that he was being tested. The second hundred statements were composed in the same manner from the fifth-

⁴⁴ Green, Jorgensen and Gerberich, op. cit., pp.177-8

⁴⁵ Harvey C. Tilley, "A Technique for Determining the Relative Difficulty of Word Meanings Among Elementary School Children," Journal of Experimental Education, 5:61-4 September, 1936.

grade word list and were entitled "Word Meaning Exercise Y," while the third hundred statements were built from the sixth-grade word list and were entitled "Word Meaning Exercise Z."

All key words were checked with the Gates'⁴⁶ list, A Reading Vocabulary for the Primary Grades. With the exception of the word "crocodiles" in Exercise X, and the word "quarrelled" in Exercise Y, all the words were found to be above the third grade level.

A set of directions for administering were composed for the teachers to use and each "Word Meaning Exercise" had a sheet of directions for the children to follow as the teacher read the explanations aloud to them. No writing other than filling in the circle under the selected number was necessary. This conserved on time during the testing and scoring. A scoring device was furnished for each of the three tests as an aid to accuracy as well as to speed the process of correction.

Exercise X was given to 231 pupils, while Exercise Y was given to 167 pupils, and Exercise Z was given to 117 pupils. These children live in a residential community which is a suburb of Boston. The homes of this district are average and a majority of the children have the usual advantages and comforts.

⁴⁶ Arthur I. Gates, A Reading Vocabulary for the Primary Grades, (New York: Columbia University, Bureau of Publications, 1935), pp. 1-29.

With the exception of a small percentage the socio-economic conditions are at least average.

The following table shows to what groups the exercises were given, the number included in each, and the total taking each exercise.

TABLE I
GROUPS GIVEN EXERCISES AND NUMBER OF PUPILS INCLUDED

GRADE	EXERCISE X	EXERCISE Y	EXERCISE Z	NUMBER OF PUPILS
4B	32			32
4T	32			32
5S	27	27		27
5M	23	23		23
6S	36	36	36	36
6M	35	35	35	35
7W	23	23	23	23
7P	<u>23</u>	<u>23</u>	<u>23</u>	<u>23</u>
Total	231	167	117	231

It will be noted that all three exercises were given to Grade 7 for the purpose of determining the middle grade words that presented difficulty at that level.

CHAPTER IV

ANALYSIS OF DATA

The data were analyzed for the following purposes:

1. To determine the difference in the mastery of middle grade vocabulary between the study groups and the control group.
2. To determine the difference in the mastery of middle grade vocabulary between the study groups and the control group.

CHAPTER IV

ANALYSIS OF DATA

The results of the analysis are presented in the following tables. The entries in Table II show the mean scores of the groups tested.

TABLE II

MEAN SCORES ON DIAGNOSTIC TESTS

GRADE	EXERCISE I Grade 4 Vocabulary	EXERCISE V Grade 5 Vocabulary	EXERCISE II Grade 6 Vocabulary
1	47.48		
2	57.50	56.72	
3	75.06	73.02	67.41
4	81.62	77.13	74.15

Table II shows the mean scores on the diagnostic tests. The entries in Table II show the mean scores of the groups tested.

VI
CHAPTER IV
ANALYSIS OF DATA

CHAPTER IV

ANALYSIS OF DATA

The data were analyzed for the following purposes:

1. To determine the difference in the mastery of middle grade vocabulary essential for the study of geography at the levels tested.
2. To establish in a school system some specific vocabulary needs for middle grade geography.

The results of the testing are presented in the following tables. The entries in Table II show the mean scores of the groups tested.

TABLE II

MEAN SCORES ON DIAGNOSTIC TESTS

GRADE	EXERCISE X Grade 4 Vocabulary	EXERCISE Y Grade 5 Vocabulary	EXERCISE Z Grade 6 Vocabulary
4	49.48		
5	57.50	56.72	
6	75.06	73.02	67.41
7	81.62	77.13	74.49

Table II shows definite evidence of the lack of mastery of words needed in the study of geography.

A mean score of 49.48 for Grade 4 would indicate a vocabulary weakness in the subject tested. A comparison of Grade 5 scores show less than one per cent difference in Exercise X and Exercise Y results. Grade 6 scores show a difference of 2.04 between Exercise X and Exercise Y, and a still greater difference of 5.61 between Exercise Y and Exercise Z. The scores for Grade 7 show a difference of 4.49 between Exercise X and Exercise Y, with a lesser difference of 2.64 between Exercise Y and Exercise Z.

It is interesting to note the upper grades per cent of gain over the lower grades for Exercise X, and yet to emphasize that the Grade 7 mean score of 81.62 is not impressively high when attention is directed to the level of the vocabulary of this test.

In comparing the data in the preceding table by inspection, it is noted that in every case the mean scores are lower for the lower grades as would be expected. On the Grade 5 vocabulary test Grades 5, 6, and 7 had lower scores than on the Grade 4 vocabulary test. This fact is also found in the Grade 6 and 7 results of the Grade 6 vocabulary test which are lower than those of the Grade 5 vocabulary test.

The following tabulations were made from a word count of individual word errors made on each test and recorded by grades. Tables III, IV, and V show this tabulation.

TABLE III

WORD ERRORS OF EXERCISE X - VOCABULARY FROM GRADE 4 BOOK

Grade	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	64	50	71	46	231	
1 attached	3	4	2	2	11	04.76
2 boulevard	18	9	13	7	47	20.34
3 arouse	11	8	3	1	23	09.96
4 domestic	34	28	57	25	134	58.01
5 extensive	27	25	22	2	76	32.90
6 foundation	16	18	11	4	49	21.21
7 galleries	25	21	17	4	67	29.00
8 horizontal	29	34	32	23	118	51.08
9 irrigate	27	18	12	2	59	25.10
10 attractive	27	15	5	3	50	21.65
11 kayak	25	25	11	6	67	29.00
12 locate	19	4	2	0	25	10.81
13 mosque	38	39	32	6	115	49.78
14 navigation	34	25	17	8	84	36.36
15 obtained	36	24	31	9	100	43.29
16 productive	38	41	55	33	167	72.25
17 quarried	32	25	34	17	108	46.75
18 reservoir	38	31	19	17	105	45.45
19 shallow	33	8	12	6	59	25.10
20 textiles	37	15	10	5	67	29.00

TABLE III (continued)

WORD ERRORS OF EXERCISE X - VOCABULARY FROM GRADE 4 BOOK

Grade	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	64	50	71	46	231	
21 variety	41	21	18	0	80	34.63
22 wharves	41	12	10	3	66	28.53
23 yields	45	29	28	12	114	49.35
24 aqueduct	52	39	38	21	150	64.94
25 continuous	47	32	24	15	118	51.08
26 possession	41	22	13	6	82	36.36
27 abundant	45	27	17	8	97	41.55
28 cathedral	31	7	1	1	40	17.31
29 particles	29	11	5	5	50	21.65
30 resemble	40	21	11	3	75	32.47
31 refuse	27	34	32	5	97	41.55
32 torrid	24	20	11	5	60	25.97
33 elevate	30	22	16	5	73	31.60
34 granite	29	14	8	7	58	25.11
35 peninsula	32	20	11	14	77	33.33
36 crocodiles	18	9	9	5	41	17.75
37 moderate	23	28	11	7	69	29.87
38 nomads	43	28	20	13	104	45.02
39 pilot	26	13	6	4	49	21.21
40 nugget	36	26	25	9	96	41.56

TABLE III (continued)

WORD ERRORS OF EXERCISE X - VOCABULARY FROM GRADE 4 BOOK

Grade	<u>4</u>	5	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	64	50	71	46	231	
41 barter	37	36	39	7	119	51.51
42 petroleum	49	12	4	4	69	29.87
43 immigrants	48	30	53	25	156	67.53
44 tropical	26	16	3	0	45	19.48
45 glacier	14	7	3	6	30	12.99
46 approaching	20	12	7	2	41	17.75
47 caribou	44	37	44	23	148	64.07
48 inhabit	51	29	36	10	126	54.55
49 mahogany	32	24	6	3	65	28.14
50 tributary	48	29	27	17	121	52.38
51 area	26	13	5	2	46	19.91
52 colony	26	10	2	0	38	16.45
53 linen	21	10	7	3	41	17.75
54 industrious	21	20	12	9	62	26.84
55 precious	20	11	3	2	36	15.64
56 multiply	33	16	12	4	65	28.14
57 antelope	14	7	2	0	23	9.96
58 acre	32	11	3	1	47	20.34
59 contented	34	19	13	6	72	31.21
60 boundary	24	8	1	2	35	15.19

TABLE III (continued)

WORD ERRORS OF EXERCISE X - VOCABULARY FROM GRADE 4 BOOK

Grade	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Total</u>	<u>%</u>
Number of pupils	64	50	71	46	231	
61 mussel	44	28	14	3	89	38.53
62 constantly	39	21	9	5	74	32.03
63 isthmus	36	35	49	27	147	63.64
64 interior	41	29	15	12	97	41.55
65 minarets	46	40	42	26	154	66.66
66 artesian	44	42	46	4	136	58.87
67 fertile	32	32	22	15	101	43.72
68 weaver	17	10	4	4	35	15.19
69 grazing	27	10	8	3	48	20.78
70 consult	41	26	13	7	87	38.09
71 cacao	34	39	21	8	102	44.15
72 connected	31	16	7	0	54	22.51
73 dune	49	34	23	6	112	48.48
74 recent	38	15	25	3	81	35.07
75 hemp	44	35	21	5	105	45.45
76 realize	14	8	4	3	29	12.55
77 disease	30	8	2	2	42	18.18
78 shelter	25	6	5	3	39	16.88
79 adobe	33	20	40	16	109	47.18
80 toucans	43	40	35	12	130	56.27

TABLE III (concluded)

WORD ERRORS OF EXERCISE X - VOCABULARY FROM GRADE 4 BOOK

Grade	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>Total</u>	<u>%</u>
Number of pupils	64	50	71	46	231	
81 vineyards	30	8	4	5	47	20.34
82 modern	26	11	4	1	42	18.18
83 peddle	36	20	19	5	80	34.63
84 steadily	39	20	16	5	80	34.63
85 harpoon	24	13	8	6	51	22.08
86 population	42	25	15	3	85	36.75
87 starvation	22	8	4	4	38	16.45
88 eucalyptus	53	42	42	27	164	70.99
89 irregular	43	39	34	15	131	56.71
90 prairie	30	13	10	13	66	28.57
91 sheik	32	29	22	11	94	40.69
92 minerals	44	24	15	13	96	41.52
93 cocoons	22	13	8	5	48	20.78
94 explore	20	14	13	3	50	21.65
95 persimmons	47	32	42	21	142	61.43
96 dingo	45	35	59	17	156	76.15
97 temple	19	10	3	1	33	18.24
98 currants	39	29	25	17	110	47.62
99 temperate	23	32	27	6	88	38.09
100 necessary	25	14	15	8	62	26.84

TABLE IV

WORD ERRORS OF EXERCISE Y - VOCABULARY FROM GRADE 5 BOOK

Grade	<u>5</u>	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	50	71	46	167	
1 agriculture	23	4	3	30	17.94
2 engaged	22	24	13	59	35.33
3 summit	34	17	20	71	42.51
4 natural	36	47	21	104	62.28
5 legends	14	3	6	23	13.77
6 poultry	14	11	4	29	17.36
7 costly	20	17	3	40	23.95
8 opportunity	12	7	5	24	14.37
9 llanos	39	48	28	115	68.86
10 dates	2	3	1	6	03.59
11 frontispiece	29	19	12	60	35.93
12 schooner	3	5	0	8	04.78
13 asbestos	32	28	9	69	41.31
14 restaurant	8	7	1	16	09.58
15 hydroelectric	18	21	11	50	29.94
16 piers	8	9	3	20	11.98
17 platinum	29	34	16	79	47.31
18 rugged	8	7	4	19	11.38
19 preserved	13	7	0	20	11.98
20 terminal	38	33	25	96	57.48

TABLE IV (continued)

WORD ERRORS OF EXERCISE Y - VOCABULARY FROM GRADE 5 BOOK

Grade	5	6	7	<u>Total</u>	%
Number of pupils	50	71	46	167	
21 tundra	46	60	22	128	76.65
22 worsted	33	33	18	84	50.30
23 unfortunate	10	7	4	21	12.58
24 bauxite	9	15	0	24	16.37
25 lava	15	5	2	22	13.17
26 abaca	33	32	14	79	47.31
27 nitrate	28	34	26	88	56.95
28 hindrance	24	34	21	79	47.31
29 dynamite	6	5	0	11	06.59
30 gushers	22	21	15	58	34.73
31 drenched	6	5	5	16	09.58
32 anthracite	16	30	7	53	31.74
33 plantation	2	3	2	7	04.19
34 citrus	16	11	2	29	17.36
35 haciendas	31	35	20	86	51.50
36 concrete	11	16	0	27	16.17
37 enrich	20	14	7	41	24.55
38 resin	17	19	18	54	32.32
39 manganese	41	49	30	120	71.86
40 silos	16	6	3	25	14.97

TABLE IV (continued)

WORD ERRORS OF EXERCISE Y - VOCABULARY FROM GRADE 5 BOOK

Grade	5	6	7	<u>Total</u>	%
Number of pupils	50	71	46	167	
41 aluminum	14	38	8	60	35.93
42 asphalt	32	36	14	82	49.10
43 sickle	6	5	4	15	08.98
44 quarries	17	13	12	42	26.35
45 forage	28	18	8	54	32.34
46 mestizos	46	47	24	117	70.06
47 principal	29	25	18	72	49.12
48 ensilage	33	30	14	77	46.11
49 sequoias	32	36	4	72	49.12
50 bamboo	13	8	5	26	15.57
51 maritime	45	50	24	119	71.26
52 portable	17	10	3	30	17.96
53 anchored	15	6	2	23	13.77
54 erosion	33	35	17	85	50.89
55 soars	29	25	17	71	42.51
56 adopt	24	22	8	54	34.73
57 blizzards	4	2	0	6	03.59
58 stray	5	9	1	15	08.98
59 hurricanes	6	4	0	10	05.99
60 additional	28	12	4	44	26.35

TABLE IV (continued)

WORD ERRORS OF EXERCISE Y - VOCABULARY FROM GRADE 5 BOOK

Grade	5	6	7	<u>Total</u>	%
Number of pupils	50	71	46	167	
61 unrefined	26	13	10	49	29.34
62 hub	20	7	7	34	20.36
63 province	29	26	11	66	39.52
64 audience	12	6	0	18	10.78
65 pasturage	13	6	2	21	12.58
66 gashes	23	14	12	49	29.34
67 abbreviation	18	12	6	36	21.55
68 intertwined	24	16	12	52	31.14
69 civilian	32	19	6	57	34.13
70 turpentine	12	16	10	38	22.75
71 cypress	33	20	8	61	36.53
72 boring	18	13	9	40	23.95
73 peons	42	45	14	101	60.48
74 cacao	37	35	11	83	49.70
75 entertainment	19	6	1	26	15.57
76 bale	26	23	9	58	34.73
77 prevent	33	26	19	78	46.70
78 fathom	20	17	8	45	26.95
79 kafir	31	49	28	108	64.67
80 vessel	14	13	6	33	19.76

TABLE IV (concluded)

WORD ERRORS OF EXERCISE Y - VOCABULARY FROM GRADE 5 BOOK

Grade	<u>5</u>	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	50	71	46	167	
81 oozes	35	36	22	93	55.69
82 petrified	22	22	12	56	33.54
83 livestock	14	10	10	34	20.36
84 pulp	9	40	2	51	30.54
85 license	19	4	1	24	14.37
86 canal locks	30	4	11	45	26.95
87 chute	24	18	14	56	33.54
88 yacht	15	17	1	33	19.76
89 clusters	19	11	8	38	22.75
90 sagebrush	22	22	10	54	34.73
91 burlap	27	21	15	63	37.72
92 tree rings	13	5	2	20	11.98
93 quarrelled	19	14	10	43	25.75
94 poncho	28	29	13	70	41.92
95 carabaos	37	34	24	95	56.89
96 crater	39	22	9	70	41.92
97 merchants	26	24	19	69	41.32
98 tending	10	7	5	22	13.16
99 view	6	5	4	15	08.98
100 famous	6	3	3	12	07.19

TABLE V

WORD ERRORS OF EXERCISE Z - VOCABULARY FROM GRADE 6 BOOK

Grade	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	71	46	117	
1 artificial	13	9	22	18.80
2 rajah	12	5	17	14.53
3 indicated	10	5	15	12.82
4 obstacle	9	11	20	17.09
5 translated	3	3	6	05.13
6 wealthiest	4	2	6	05.13
7 ceded	44	28	72	61.54
8 abbey	13	16	29	24.79
9 graphite	48	26	74	63.25
10 ancestry	13	18	31	26.49
11 peat	6	1	7	05.98
12 energetic	11	16	27	23.08
13 atlas	6	8	14	11.96
14 precious	1	1	2	01.71
15 telegraph	0	1	1	00.85
16 chateau	13	15	28	23.94
17 surplus	13	11	24	20.51
18 dirigible	11	8	19	16.24
19 midst	17	15	32	27.35
20 excavate	41	28	69	58.97

TABLE V

WORD FREQUENCY BY ALPHABETIC ORDER - VOWEL FREQUENCY BY ALPHABETIC ORDER

Word	Frequency	Alphabetical	Frequency
Number of vowels	11	11	11
1 articulated	12	12	12
2 articulated	13	13	13
3 articulated	14	14	14
4 articulated	15	15	15
5 articulated	16	16	16
6 articulated	17	17	17
7 articulated	18	18	18
8 articulated	19	19	19
9 articulated	20	20	20
10 articulated	21	21	21
11 articulated	22	22	22
12 articulated	23	23	23
13 articulated	24	24	24
14 articulated	25	25	25
15 articulated	26	26	26
16 articulated	27	27	27
17 articulated	28	28	28
18 articulated	29	29	29
19 articulated	30	30	30
20 articulated	31	31	31
21 articulated	32	32	32
22 articulated	33	33	33
23 articulated	34	34	34
24 articulated	35	35	35
25 articulated	36	36	36
26 articulated	37	37	37
27 articulated	38	38	38
28 articulated	39	39	39
29 articulated	40	40	40
30 articulated	41	41	41

TABLE V (continued)

WORD ERRORS OF EXERCISE Z - VOCABULARY FROM GRADE 6 BOOK

Grade	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	71	46	117	
21 progressive	14	7	21	17.95
22 densely	13	13	26	22.22
23 patrolled	2	2	4	03.42
24 archipelago	48	37	85	72.65
25 lagoon	8	11	19	27.35
26 camphor	36	22	58	49.57
27 bleak	24	19	43	36.75
28 anxious	26	22	48	41.03
29 gondolas	19	13	32	27.35
30 portion	12	4	16	13.67
31 famine	19	12	31	26.49
32 globe	3	4	7	05.98
33 decayed	5	3	8	06.84
34 invaded	18	10	28	23.97
35 locomotive	10	4	14	11.96
36 altitude	18	11	29	24.79
37 financial	16	8	24	20.51
38 prosperous	10	11	21	17.95
39 medical	1	1	2	01.71
40 architects	10	7	17	14.53

TABLE V (continued)

NUMBER OF WORDS IN VOCABULARY FROM GRADES 6-8

Grade	6	7	Total	%
Number of pupils	41	46	117	
51 progressive	16	7	21	17.95
52 directly	17	17	34	29.05
53 personal	2	2	4	3.42
54 geographical	46	17	63	53.85
55 action	9	11	20	17.10
56 character	36	22	58	49.57
57 place	24	19	43	36.75
58 actions	76	22	98	83.80
59 conditions	19	13	32	27.35
60 position	12	4	16	13.67
61 feeling	17	12	29	24.78
62 place	2	4	6	5.13
63 objects	2	2	4	3.42
64 involved	18	10	28	23.93
65 locomotive	19	4	23	19.65
66 attitude	12	11	23	19.65
67 character	16	8	24	20.51
68 personality	19	11	30	25.64
69 mental	1	1	2	1.71
70 conditions	19	7	26	22.22

TABLE V (continued)

WORD ERRORS OF EXERCISE Z - VOCABULARY FROM GRADE 6 BOOK

Grade	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	71	46	117	
41 dairying	8	7	15	12.82
42 antimony	17	16	33	28.21
43 scholar	2	4	6	05.13
44 memorize	3	3	6	05.13
45 slender	2	2	4	03.42
46 cataract	31	20	51	43.59
47 library	0	0	0	00.00
48 inhabitant	12	8	20	17.09
49 mercury	25	20	45	38.46
50 glimpse	4	3	7	05.98
51 czar	35	18	53	45.29
52 relics	6	11	17	14.53
53 earthenware	21	16	37	31.62
54 craftsmen	5	2	7	05.98
55 filaments	44	34	78	66.66
56 junk	18	19	37	31.62
57 tungsten	23	22	45	38.46
58 quantities	4	5	9	07.69
59 recognize	17	8	25	21.37
60 census	4	20	24	20.51

TABLE V (continued)

WORD MEANS IN EXERCISES 2 - VOCABULARY FROM GRADE 4 BOOK

Word	Number of pupils	Y	Total	%
11. dainty	17	46	117	14.52
12. exclusively	17	7	15	28.57
13. neither	2	4	6	33.33
14. modest	3	3	6	50.00
15. kitchen	2	4	4	50.00
16. satisfied	21	20	21	100.00
17. library	0	0	0	0.00
18. inhibition	12	8	20	60.00
19. poverty	25	20	45	55.56
20. ellipse	4	3	7	57.14
21. camp	25	18	25	100.00
22. fellow	6	11	17	35.29
23. earthquake	21	16	27	77.78
24. orphaned	2	2	7	28.57
25. elements	44	34	78	55.13
26. look	16	10	27	59.26
27. peasant	22	22	25	88.00
28. grandchild	4	2	2	100.00
29. routine	17	6	22	77.27
30. temple	4	20	24	16.67

TABLE V (continued)

WORD ERRORS OF EXERCISE Z - VOCABULARY FROM GRADE 6 BOOK

Grade	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	71	46	117	
61 hyacinths	17	12	29	24.79
62 marsupial	27	28	55	47.01
63 illuminating	19	33	52	44.44
64 arid	13	9	22	18.80
65 rickshaw	12	22	34	29.06
66 malaria	13	5	18	15.38
67 terraces	14	25	39	32.91
68 savage	3	9	12	10.26
69 stadium	2	3	5	04.27
70 turban	9	9	18	15.38
71 seldom	9	12	21	17.95
72 calamity	7	21	28	23.93
73 suburbs	6	14	20	17.09
74 scores	15	13	28	23.93
75 chromium	16	13	29	24.79
76 monsoon	4	28	32	27.35
77 supply	4	1	5	04.27
78 kimonos	34	24	58	49.56
79 influence	6	9	15	12.82
80 peddler	2	4	6	05.13

TABLE V (continued)

FOOD BEINGS OF INTEREST 2 - VOCABULARY FROM GRADE 5 BOOK

Grade	1	2	Total
Number of pupils	11	11	22
61. rhyolite	11	11	22
62. orthoclase	11	11	22
63. illite	11	11	22
64. and	11	11	22
65. rhyolite	11	11	22
66. rhyolite	11	11	22
67. rhyolite	11	11	22
68. rhyolite	11	11	22
69. rhyolite	11	11	22
70. rhyolite	11	11	22
71. rhyolite	11	11	22
72. rhyolite	11	11	22
73. rhyolite	11	11	22
74. rhyolite	11	11	22
75. rhyolite	11	11	22
76. rhyolite	11	11	22
77. rhyolite	11	11	22
78. rhyolite	11	11	22
79. rhyolite	11	11	22
80. rhyolite	11	11	22

TABLE V (concluded)

WORD ERRORS OF EXERCISE Z - VOCABULARY FROM GRADE 6 BOOK

Grade	<u>6</u>	<u>7</u>	<u>Total</u>	%
Number of pupils	71	46	117	
81 missionary	24	16	40	34.19
82 poverty	24	17	41	35.04
83 cutlery	14	27	41	35.04
84 barges	9	4	13	19.66
85 soviet	23	24	47	28.14
86 customers	2	3	5	04.27
87 trawlers	24	8	32	27.35
88 liner	8	6	14	11.12
89 professors	21	20	41	35.04
90 intervals	15	8	23	19.16
91 lichens	18	35	53	45.30
92 predict	16	13	29	24.79
93 isolate	41	26	67	57.26
94 anxious	28	23	51	43.59
95 dike	6	6	12	10.26
96 venture	10	17	27	23.08
97 sampan	13	23	36	30.77
98 establish	11	9	20	17.09
99 century	2	5	7	05.98
100 delegate	10	5	15	12.82

TABLE V (continued)

WORD KNOWLEDGE OF EXPOSURE 2 - VOCABULARY FROM GRADE 6 BOOK

Grade	Number of words	1	2	Total	3
61 vocabulary	71	16	17	33	21.45
62 poverty	24	17	11	28	27.04
63 history	14	27	14	41	32.04
64 danger	7	1	13	14	12.66
65 social	25	26	47	72	58.14
66 questions	2	2	2	6	44.27
67 travels	24	8	22	54	27.32
68 lines	8	6	14	28	17.12
69 professors	21	20	41	61	32.04
70 intervals	12	8	23	43	12.16
71 names	16	22	38	56	42.50
72 predict	16	12	28	56	24.72
73 leaders	11	26	37	64	27.26
74 animals	28	23	51	72	42.52
75 like	6	6	12	24	10.26
76 variety	10	14	24	58	22.08
77 people	12	22	34	68	20.72
78 celebration	11	9	20	40	17.02
79 country	2	2	4	8	02.28
100 delegates	10	2	12	24	12.24

Tables III, IV, and V show the individual word errors listed by grades. The total number of errors for each word is recorded and the percentage of total errors is given.

The entries in these tables reveal the specific weaknesses of each grade and the level of the difficulty. On the basis of these data it may be stated that the pupils who were tested would encounter serious difficulties in their reading of geography due to the number of unfamiliar words.

CHAPTER V

SUMMARY AND CONCLUSIONS

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The purpose of this study was to establish in a school system some specific vocabulary needs for middle grade geography by means of three diagnostic tests. The vocabulary for these tests was obtained from the fourth, fifth, and sixth grade geography books used as the basis for study. A test was built for each vocabulary list and then administered to four grades to determine the words causing the most difficulty.

Those tested were 231 pupils in the fourth, fifth, sixth, and seventh grades. The fourth grades were given only the fourth grade test. The fifth grades were given both the fourth and fifth grade tests, while the sixth and seventh grades were given all three tests.

The writer did not intend to analyze the best methods for teaching new words, but rather attempted to determine the words needing more or less direct teaching in connection with the study of geography in the fourth, fifth, and sixth grades in a school system. The tests were administered to the seventh grades to check on the middle grade words still not mastered.

Since the words selected for the tests were taken from three textbooks the results of this report would not be

directly applicable to those using different textbooks. In general, however, as research has shown similar difficulties could arise while using other textbooks. The fundamental vocabulary needs of middle grade children for adequate comprehension of geographic material will necessarily vary according to the curriculum.

The value of any test and especially one for diagnostic purposes is in the use made of the information obtained. The results of the word count could serve as a guide to teachers planning a vocabulary improvement program in the field of middle grade geography. Few pupils can be depended upon to practice independently those skills once presented to aid them in developing study habits. Ordinarily there is little real success without definite guidance provided by the teacher. This holds true at the upper levels as well as the lower. In many instances in the middle grades the pupils are unable to acquire the meanings of the words they encounter without help. It is necessary that they have assistance to grasp the full significance of the assigned material. Various methods have been suggested in the research chapter to aid the teacher in presenting vocabulary and in clarifying word meanings. Much emphasis has been placed on the need for specific techniques and procedures for vocabulary growth.

Investigations have indicated that fundamental terminology presents a serious handicap to the acquisition of

directly applicable to those using different textbooks. In general, however, as research has shown similar difficulties could arise while using other textbooks. The fundamental vocabulary needs of middle grade children for adequate comprehension of geographic material will necessarily vary according to the curriculum.

The value of any test and especially one for diagnostic purposes is in the use of the information obtained. The results of the word count could serve as a guide to teachers planning a vocabulary improvement program in the field of middle grade geography. Few pupils can be depended upon to practice independently those skills once presented to aid them in developing study habits. Ordinarily there is little real success without definite guidance provided by the teacher. This holds true at the upper levels as well as the lower. In many instances in the middle grades the pupils are unable to acquire the meanings of the words they encounter without help. It is necessary that they have assistance to grasp the full significance of the assigned material. Various methods have been suggested in the research chapter to aid the teacher in presenting vocabulary and in clarifying word meanings. Much emphasis has been placed on the need for specific techniques and procedures for vocabulary growth. Investigations have indicated that fundamental terminology presents a serious barrier to the acquisition of

meaning in the content subjects. With the unusually large increase in technical vocabularies included in most texts, it becomes practically impossible for pupils to apprehend all their meanings. Two alternatives are obvious; either the requirements should be reduced or the rate of vocabulary growth should be increased. If the latter is the goal, that growth may be developed through specific instruction devoted to the achievement of an adequate meaning vocabulary. Only by conscientious effort on the part of both teachers and pupils can significant gains be expected.

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APPENDIX

THREE DIAGNOSTIC TESTS

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Georgius D. Moody

DIRECTIONS FOR ADMINISTERING

APPENDIX

KEYS FOR SCORING

THREE DIAGNOSTIC TESTS

Copyright-1949

Beatrice D. Moody

For reliable results the test should be given in as quiet a situation as possible. It is advisable to present it as an interesting lesson, with no special comments by the teacher. Additional instructions to those in the following paragraphs should not be necessary. The pupils should understand what they are to do from these as they are read to them.

First pass the "Answer Sheet". Then have the pupils fill in the spaces as you say: "Fill in your name on the top line. Write the letter of the exercise to the right of the word. On the second line write whether you are a boy or a girl. Fill in your age, first how many years old and then count the number of months since your last birthday for the next space. The last space is for the grade you are in now."

Teacher passes the tests next, saying: "Don't open these or read until I tell you to do so." When everyone has a copy the class is instructed to read the directions and read orally to them.

DIRECTIONS FOR ADMINISTERING

and

Directions for the pupils:

KEYS FOR SCORING

"Today you are going to do some exercises in "Word Meaning" that you will find quite interesting. Try to do every one, but if you come to one that you do not know, don't spend too long on it, go on to the next statement."

"Now look at the directions that show what you are to do:

DIRECTIONS: In each statement one of the three numbered words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is numbered the same as the word you have chosen."

ANSWERS: 1 2 3

- 1 An alligator is a - 1 House 2 Reptile 3 navigator -1 0 0 0
- 2 Commerce refers to - 1 commence 2 entrance 3 trade -2 0 0 0

"In sample 1 why is the second circle filled in?" Get answer. "Yes, an alligator is a reptile. So circle 2 has been filled in heavily. In sample 2 why is the third circle filled in?" Get response. "Yes, commerce refers to trade. Do you all understand what you are to do? Then turn to page 1 and place your answer sheet to the right to mark your choices as you have been shown. There are four pages to be completed."

To make sure that everyone in the class is following the directions and marking the answers clearly the teacher should move about the room. When the teacher feels that ample time has been given to complete all the statements, if the pupils know the words, have the class stop and collect the answer sheets first, and then the "Word Meaning" exercises to keep material separate.

For reliable results the test should be given in as quiet a situation as possible. It is advisable to present it as an interesting lesson, with no special comments by the teacher. Additional instructions to those in the following paragraphs should not be necessary. The pupils should understand what they are to do from these as they are read to them.

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Teacher passes the tests next, saying: "Don't open these or read until I tell you to do so." When everyone has a copy the class is instructed to read silently as the directions are read orally to them.

Directions for the pupils:

"Today you are going to do some exercises in "Word Meaning" that you will find quite interesting. Try to do every one, but if you come to one that you do not know, don't spend too long on it, go on to the next statement.

"Now look at the directions that show what you are to do:

DIRECTIONS: In each statement one of the three numbered words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is numbered the same as the word you have chosen.

SAMPLES:

1 2 3

1 An alligator is a - 1 house 2 reptile 3 navigator -1 0 0 0
2 Commerce refers to - 1 commence 2 entrance 3 trade-2 0 0 0

"In sample 1 why is the second circle filled in?" Get answer. "Yes, an alligator is a reptile. So circle 2 has been filled in heavily. In sample 2 why is the third circle filled in?" Get response. "Yes, commerce refers to trade. Do you all understand what you are to do? Then turn to page 1 and place your answer sheet to the right to mark your choices as you have been shown. There are four pages to be completed.

To make sure that everyone in the class is following the directions and marking the answers clearly the teacher should move about the room. When the teacher feels that ample time has been given to complete all the statements, if the pupils knew the words, have the class stop and collect the answer sheets first, and then the "Word Meaning" exercises to keep material separate.

ANSWER SHEET

NAME.....EXERCISE.....SCORE.....

57

BOY OR GIRL.....AGE.....YEARS.....MONTHS GRADE.....

	<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>
1	0	0	0	26	0	0	0	51	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	52	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	53	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	54	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	55	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	56	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	57	0	0	0	82	0	0	0
8	0	0	0	33	0	0	0	58	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	59	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	60	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	61	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	62	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	63	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	64	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	65	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	66	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	67	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	68	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	69	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	70	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	71	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	72	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	73	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	74	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	75	0	0	0	100	0	0	0

NAME..... EXERCISE X SCORE.....
 BOY OR GIRL..... AGE..... YEARS..... MONTHS..... GRADE.....

	1	2	3		1	2	3		1	2	3		1	2	3
1	0	0	0	26	0	0	0	21	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	22	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	23	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	24	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	25	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	26	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	27	0	0	0	82	0	0	0
8	0	0	0	33	0	0	0	28	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	29	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	30	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	31	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	32	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	33	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	34	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	35	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	36	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	37	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	38	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	39	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	40	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	41	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	42	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	43	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	44	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	45	0	0	0	100	0	0	0

ANSWER SHEET

NAME.....EXERCISE.....SCORE.....

58

BOY OR GIRL.....AGE.....YEARS.....MONTHS GRADE.....

	<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>
1	0	0	0	26	0	0	0	51	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	52	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	53	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	54	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	55	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	56	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	57	0	0	0	82	0	0	0
8	0	0	0	33	0	0	0	58	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	59	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	60	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	61	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	62	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	63	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	64	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	65	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	66	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	67	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	68	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	69	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	70	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	71	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	72	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	73	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	74	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	75	0	0	0	100	0	0	0

NAME.....EXERCISE.....SCORE.....

BOY OR GIRL.....AGE.....YEARS.....MONTHS.....GRADE.....

	<u>1 2 3</u>			<u>1 2 3</u>			<u>1 2 3</u>			<u>1 2 3</u>		
1	0	0	0	26	0	0	0	0	0	27	0	0
2	0	0	0	27	0	0	0	0	0	28	0	0
3	0	0	0	28	0	0	0	0	0	29	0	0
4	0	0	0	29	0	0	0	0	0	30	0	0
5	0	0	0	30	0	0	0	0	0	31	0	0
6	0	0	0	31	0	0	0	0	0	32	0	0
7	0	0	0	32	0	0	0	0	0	33	0	0
8	0	0	0	33	0	0	0	0	0	34	0	0
9	0	0	0	34	0	0	0	0	0	35	0	0
10	0	0	0	35	0	0	0	0	0	36	0	0
11	0	0	0	36	0	0	0	0	0	37	0	0
12	0	0	0	37	0	0	0	0	0	38	0	0
13	0	0	0	38	0	0	0	0	0	39	0	0
14	0	0	0	39	0	0	0	0	0	40	0	0
15	0	0	0	40	0	0	0	0	0	41	0	0
16	0	0	0	41	0	0	0	0	0	42	0	0
17	0	0	0	42	0	0	0	0	0	43	0	0
18	0	0	0	43	0	0	0	0	0	44	0	0
19	0	0	0	44	0	0	0	0	0	45	0	0
20	0	0	0	45	0	0	0	0	0	46	0	0
21	0	0	0	46	0	0	0	0	0	47	0	0
22	0	0	0	47	0	0	0	0	0	48	0	0
23	0	0	0	48	0	0	0	0	0	49	0	0
24	0	0	0	49	0	0	0	0	0	50	0	0
25	0	0	0	50	0	0	0	0	0	51	0	0
26	0	0	0	51	0	0	0	0	0	52	0	0
27	0	0	0	52	0	0	0	0	0	53	0	0
28	0	0	0	53	0	0	0	0	0	54	0	0
29	0	0	0	54	0	0	0	0	0	55	0	0
30	0	0	0	55	0	0	0	0	0	56	0	0
31	0	0	0	56	0	0	0	0	0	57	0	0
32	0	0	0	57	0	0	0	0	0	58	0	0
33	0	0	0	58	0	0	0	0	0	59	0	0
34	0	0	0	59	0	0	0	0	0	60	0	0
35	0	0	0	60	0	0	0	0	0	61	0	0
36	0	0	0	61	0	0	0	0	0	62	0	0
37	0	0	0	62	0	0	0	0	0	63	0	0
38	0	0	0	63	0	0	0	0	0	64	0	0
39	0	0	0	64	0	0	0	0	0	65	0	0
40	0	0	0	65	0	0	0	0	0	66	0	0
41	0	0	0	66	0	0	0	0	0	67	0	0
42	0	0	0	67	0	0	0	0	0	68	0	0
43	0	0	0	68	0	0	0	0	0	69	0	0
44	0	0	0	69	0	0	0	0	0	70	0	0
45	0	0	0	70	0	0	0	0	0	71	0	0
46	0	0	0	71	0	0	0	0	0	72	0	0
47	0	0	0	72	0	0	0	0	0	73	0	0
48	0	0	0	73	0	0	0	0	0	74	0	0
49	0	0	0	74	0	0	0	0	0	75	0	0
50	0	0	0	75	0	0	0	0	0	76	0	0
51	0	0	0	76	0	0	0	0	0	77	0	0
52	0	0	0	77	0	0	0	0	0	78	0	0
53	0	0	0	78	0	0	0	0	0	79	0	0
54	0	0	0	79	0	0	0	0	0	80	0	0
55	0	0	0	80	0	0	0	0	0	81	0	0
56	0	0	0	81	0	0	0	0	0	82	0	0
57	0	0	0	82	0	0	0	0	0	83	0	0
58	0	0	0	83	0	0	0	0	0	84	0	0
59	0	0	0	84	0	0	0	0	0	85	0	0
60	0	0	0	85	0	0	0	0	0	86	0	0
61	0	0	0	86	0	0	0	0	0	87	0	0
62	0	0	0	87	0	0	0	0	0	88	0	0
63	0	0	0	88	0	0	0	0	0	89	0	0
64	0	0	0	89	0	0	0	0	0	90	0	0
65	0	0	0	90	0	0	0	0	0	91	0	0
66	0	0	0	91	0	0	0	0	0	92	0	0
67	0	0	0	92	0	0	0	0	0	93	0	0
68	0	0	0	93	0	0	0	0	0	94	0	0
69	0	0	0	94	0	0	0	0	0	95	0	0
70	0	0	0	95	0	0	0	0	0	96	0	0
71	0	0	0	96	0	0	0	0	0	97	0	0
72	0	0	0	97	0	0	0	0	0	98	0	0
73	0	0	0	98	0	0	0	0	0	99	0	0
74	0	0	0	99	0	0	0	0	0	100	0	0
75	0	0	0	100	0	0	0	0	0			

ANSWER SHEET

NAME.....EXERCISE 2 SCORE..... 59

BOY OR GIRL.....AGE.....YEARS.....MONTHS GRADE.....

	<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>
1	0	0	0	26	0	0	0	51	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	52	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	53	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	54	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	55	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	56	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	57	0	0	0	82	0	0	0
8	0	0	0	33	0	0	0	58	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	59	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	60	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	61	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	62	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	63	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	64	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	65	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	66	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	67	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	68	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	69	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	70	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	71	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	72	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	73	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	74	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	75	0	0	0	100	0	0	0

NAME.....EXERCISE.....SCORE.....
 BOY OR GIRL.....AGE.....YEARS.....MONTHS GRADE.....

	1	2	3		1	2	3		1	2	3		1	2	3
1	0	0	0	26	0	0	0	21	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	22	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	23	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	24	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	25	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	26	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	27	0	0	0	82	0	0	0
8	0	0	0	33	0	0	0	28	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	29	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	30	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	31	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	32	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	33	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	34	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	35	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	36	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	37	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	38	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	39	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	40	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	41	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	42	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	43	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	44	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	45	0	0	0	100	0	0	0

WORD MEANING

EXERCISE X

DIRECTIONS: In each statement one of the words underlined words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the space which is numbered the same as the word you have chosen.

WORD MEANING - EXERCISE X

GRADE 4 - VOCABULARY

Directions: An alligator is a - 1 house 2 reptile 3 navigator - 1. 2. 3. 2
Someone refers to - 1 entrance 2 entrance 3 trade - 1. 2. 3. 2

Do not stop at the end of the page, go right on until you come to the end of the fourth page. Then look over your work carefully and sit quietly waiting for the other pupils to finish.

WORD MEANING - EXERCISE X

GRADE 4 - VOCABULARY

WORD MEANING

EXERCISE

DIRECTIONS: In each statement one of the three numbered words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is numbered the same as the word you have chosen.

SAMPLES: 1 means to - 1 feast 2 vacate 3 find -

1 2 3

1 An alligator is a - 1 house 2 reptile 3 navigator - 1 0 0 0

2 Commerce refers to - 1 commence 2 entrance 3 trade - 2 0 0 0

Do not stop at the end of the page, go right on until you come to the end of the fourth page. Then look over your work carefully and sit quietly waiting for the other pupils to finish.

20 Textiles are - 1 tunnels 2 fabrics 3 trawls -

21 Variety means - 1 fortify 2 vary 3 delay -

22 Wharves are - 1 deltas 2 canals 3 piers -

23 Yields means - 1 gives 2 leads 3 levels -

24 An aqueduct is for - 1 coal 2 grain 3 water -

25 Continuous means - 1 unbroken 2 change 3 indistinct -

Go right on to the next page.

WORD READING

EXERCISE

DIRECTIONS: In each statement one of the three numbered words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is numbered the same as the word you have chosen.

1 2 3

EXERCISE

1. An alligator is a - 1 house 2 reptile 3 navigator - 2 3 4
 2. Commerce refers to - 1 commerce 2 entrance 3 trade - 2 3 4

Do not stop at the end of the page, go right on until you come to the end of the fourth page. Then look over your work carefully and sit quietly waiting for the other pages to finish.

- 1 Attached means - 1 accounted 2 connected 3 ancient -
- 2 A boulevard is a - 1 boundary 2 bazaar 3 street -
- 3 Arouse means to - 1 awaken 2 advance 3 appear -
- 4 Domestic refers to - 1 foreign 2 aboard 3 home -
- 5 Extensive means - 1 exclaimed 2 wide 3 expensive -
- 6 A foundation is a - 1 civilization 2 base 3 generation -
- 7 Galleries are for - 1 pictures 2 fish 3 smelting -
- 8 Horizontal means - 1 vertical 2 tropical 3 parallel -
- 9 To irrigate means to - 1 circle 2 water 3 locate -
- 10 Attractive refers to - 1 appearance 2 common 3 trace -
- 11 A kayak is a - 1 boat 2 house 3 animal -
- 12 Locate means to - 1 feast 2 vacate 3 find -
- 13 A mosque is for - 1 work 2 worship 3 products -
- 14 Navigation refers to - 1 dwelling 2 mining 3 shipping -
- 15 Obtained means - 1 observed 2 gained 3 operated -
- 16 Productive means - 1 fertile 2 profile 3 permit -
- 17 Quarried means - 1 quality 2 extended 3 dug -
- 18 A reservoir is for - 1 storage 2 shipping 3 statues -
- 19 Shallow refers to - 1 depth 2 slope 3 width -
- 20 Textiles are - 1 tunnels 2 fabrics 3 trawls -
- 21 Variety means - 1 fortify 2 many 3 balmy -
- 22 Wharves are - 1 deltas 2 canals 3 piers -
- 23 Yields means - 1 gives 2 leads 3 levels -
- 24 An aqueduct is for - 1 coal 2 grain 3 water -
- 25 Continuous means - 1 unbroken 2 change 3 industrious -

Go right on to the next page.

- 1. Aboard means - I accounted 2 accounted 3 aboard -
- 2. Aboard is a - I aboard 2 aboard 3 aboard -
- 3. Aboard means to - I aboard 2 aboard 3 aboard -
- 4. Aboard refers to - I aboard 2 aboard 3 aboard -
- 5. Aboard means - I aboard 2 aboard 3 aboard -
- 6. Aboard is a - I aboard 2 aboard 3 aboard -
- 7. Aboard are for - I aboard 2 aboard 3 aboard -
- 8. Aboard means - I aboard 2 aboard 3 aboard -
- 9. Aboard means to - I aboard 2 aboard 3 aboard -
- 10. Aboard refers to - I aboard 2 aboard 3 aboard -
- 11. Aboard is a - I aboard 2 aboard 3 aboard -
- 12. Aboard means to - I aboard 2 aboard 3 aboard -
- 13. Aboard is for - I aboard 2 aboard 3 aboard -
- 14. Aboard refers to - I aboard 2 aboard 3 aboard -
- 15. Aboard means - I aboard 2 aboard 3 aboard -
- 16. Aboard means - I aboard 2 aboard 3 aboard -
- 17. Aboard means - I aboard 2 aboard 3 aboard -
- 18. Aboard is for - I aboard 2 aboard 3 aboard -
- 19. Aboard refers to - I aboard 2 aboard 3 aboard -
- 20. Aboard are - I aboard 2 aboard 3 aboard -
- 21. Aboard means - I aboard 2 aboard 3 aboard -
- 22. Aboard are - I aboard 2 aboard 3 aboard -
- 23. Aboard means - I aboard 2 aboard 3 aboard -
- 24. Aboard is for - I aboard 2 aboard 3 aboard -
- 25. Aboard means - I aboard 2 aboard 3 aboard -

Go right on to the next page.

- 26 Possession means - 1 collision 2 ownership 3 progressive -
27 Abundant means - 1 average 2 aided 3 plentiful -
28 A cathedral is a - 1 church 2 cabinet 3 celebration -
29 Particles are - 1 pieces 2 peasants 3 plateaus -
30 Resemble means to be - 1 recent 2 thrifty 3 like -
31 Refuse of fish makes - 1 leather 2 polder 3 fertilizer -
32 Torrid means - 1 tangled 2 hot 3 clustered -
33 Elevate means - 1 enclose 2 raise 3 elegant -
34 Granite refers to - 1 rock 2 haven 3 profit -
35 A peninsula is a kind of - 1 water 2 land 3 climate -
36 Crocodiles are found in - 1 deserts 2 rivers 3 mountains -
37 Moderate means - 1 dense 2 much 3 mild -
38 Nomads are often - 1 herders 2 miners 3 builders -
39 Pilot means to - 1 protect 2 guide 3 curdle -
40 A nugget is a - 1 lump 2 chamois 3 project -
41 Barter means - 1 control 2 trade 3 native -
42 Petroleum is - 1 porcelain 2 wood 3 oil -
43 Immigrants are - 1 natives 2 aliens 3 merchants -
44 Tropical refers to a - 1 schooner 2 memorial 3 climate -
45 A glacier is moving - 1 water 2 ice 3 sand -
46 Approaching means - 1 accounting 2 containing 3 nearing -
47 Caribou are - 1 caravans 2 geysers 3 reindeer -
48 Inhabit means to - 1 live 2 inhale 3 journey -
49 Mahogany is a kind of - 1 restaurant 2 wood 3 reptile -
50 A stream could be a - 1 tributary 2 territory 3 survey -

Go right on to the next page.

- 50 A stream could be a - I tributary 3 territory 3 survey -
 49 Mahogany is a kind of - I restaurant 3 wood 3 reptile -
 48 Inhabitant means to - I live 3 inhale 3 journey -
 47 Caribou are - I cervians 3 geyser 3 reindeer -
 46 Approaching means - I accounting 3 containing 3 hearing -
 45 A glacier is moving - I water 3 ice 3 sand -
 44 Tropical refers to a - I schooner 3 memorial 3 climate -
 43 Immigrants are - I natives 3 aliens 3 merchants -
 42 Petroleum is - I porcelain 3 wood 3 oil -
 41 Barber means - I control 3 trade 3 native -
 40 A nugget is a - I jump 3 chemicals 3 project -
 39 Pilot means to - I protect 3 guide 3 handle -
 38 Wounds are often - I barbers 3 miners 3 bullbats -
 37 Roberts means - I dance 3 much 3 mild -
 36 Crocodiles are found in - I deserts 3 rivers 3 mountains -
 35 A peninsula is a kind of - I water 3 land 3 climate -
 34 Granite refers to - I rock 3 heaven 3 profit -
 33 Elusive means - I enclose 3 raise 3 elegant -
 32 Torrid means - I tangled 3 hot 3 situated -
 31 Nature of fish makes - I leather 3 golden 3 fertilizer -
 30 Resemble means to be - I recent 3 thirty 3 like -
 29 Portico are - I glass 3 generate 3 elements -
 28 A cathedral is a - I church 3 against 3 visitation -
 27 Obsolete means - I change 3 added 3 elasticity -
 26 Permeation means - I collision 3 ownership 3 progressive -

Go right on to the next page.

- 51 Area means - 1 current 2 argue 3 region -
- 52 A colony is a - 1 settlement 2 variety 3 fiord -
- 53 Linen is made from - 1 millet 2 kernel 3 flax -
- 54 Industrious means - 1 ignorant 2 busy 3 inhabited -
- 55 Precious means - 1 serious 2 peaks 3 valuable -
- 56 Multiply means - 1 increase 2 fortify 3 patient -
- 57 An antelope is a kind of - 1 mineral 2 animal 3 tree -
- 58 An acre is a - 1 shop 2 measure 3 germ -
- 59 Contented means - 1 collected 2 satisfied 3 connected -
- 60 A boundary is a - 1 method 2 border 3 buoy -
- 61 A shell animal is a - 1 mussel 2 jaguar 3 manioc -
- 62 Constantly means - 1 difficulty 2 seldom 3 continually -
- 63 An isthmus is - 1 water 2 sabots 3 land -
- 64 Interior refers to - 1 inside 2 introduce 3 intend -
- 65 Minarets are - 1 museums 2 steeples 3 reefs -
- 66 Artesian refers to a - 1 well 2 drainage 3 fragrance -
- 67 A fertile spot is an - 1 ebony 2 oasis 3 umiak -
- 68 A weaver makes - 1 pottery 2 rugs 3 trinkets -
- 69 Grazing refers to - 1 mining 2 neighboring 3 feeding -
- 70 To ask advice means to - 1 consult 2 contrast 3 contain -
- 71 Cacao comes from a - 1 grain 2 mine 3 tree -
- 72 Connected means - 1 deposited 2 aided 3 joined -
- 73 A dune is a - 1 hill 2 dike 3 duck -
- 74 Recent means - 1 refer 2 route 3 new -
- 75 Hemp is used for - 1 scythes 2 ropes 3 poles -

Go right on to the next page.

- 63 A colony is a - I settlement 3 variety 3 store -
- 64 A colony is made from - I miller 3 kernel 3 fiber -
- 65 A colony is made from - I ignorant 3 busy 3 inhabited -
- 66 Precious means - I serious 3 people 3 valuable -
- 67 Multiply means - I increase 3 fortify 3 patient -
- 68 An envelope is a kind of - I mineral 3 animal 3 tree -
- 69 An envelope is a - I shop 3 measure 3 germ -
- 70 Contented means - I collected 3 satisfied 3 connected -
- 71 A boundary is a - I method 3 border 3 buoy -
- 72 A shell animal is a - I massel 3 jaguar 3 manico -
- 73 Constantly means - I difficulty 3 seldom 3 continually -
- 74 An isthmus is - I water 3 spots 3 land -
- 75 Interior refers to - I inside 3 introduce 3 intend -
- 76 Minerals are - I museum 3 steeples 3 reefs -
- 77 Attention refers to a - I well 3 drainage 3 fragrance -
- 78 A fertile spot is an - I ebony 3 oasis 3 wish -
- 79 A weaver makes - I pottery 3 rugs 3 trinkets -
- 80 Grazing refers to - I mining 3 neighboring 3 feeding -
- 81 To ask advice means to - I consult 3 contrast 3 contain -
- 82 Grass comes from a - I grain 3 mine 3 tree -
- 83 Connected means - I deposited 3 aided 3 joined -
- 84 A dam is a - I mill 3 dike 3 duck -
- 85 Recent means - I refer 3 route 3 new -
- 86 Hemp is used for - I scythes 3 ropes 3 poles -

- 76 To realize means to - 1 register 2 debate 3 know -
- 77 Disease refers to - 1 distance 2 sickness 3 customs -
- 78 A place of safety is a - 1 shelter 2 scythe 3 locust -
- 79 Sun dried bricks are called - 1 mutton 2 tupik 3 adobe -
- 80 Toucans are tropical - 1 huts 2 birds 3 fruit -
- 81 Grapes grow in - 1 orchards 2 vineyards 3 groves -
- 82 Modern means - 1 new 2 northern 3 notice -
- 83 To peddle means to - 1 paddle 2 sell 3 signal -
- 84 Steadily means - 1 constantly 2 thrifty 3 stealthily -
- 85 A harpoon looks like a - 1 hatchet 2 lasso 3 spear -
- 86 Population refers to - 1 inhabitants 2 polar 3 invitation -
- 87 Starvation refers to - 1 hunger 2 station 3 preparation -
- 88 A eucalyptus is a kind of - 1 embroidery 2 insect 3 tree -
- 89 Irregular means - 1 irrigate 2 crooked 3 perpetual -
- 90 A treeless grassland is a - 1 strait 2 horizon 3 prairie -
- 91 The head of a tribe is a - 1 polder 2 sheik 3 minaret -
- 92 Tin and coal are - 1 fuels 2 textiles 3 minerals -
- 93 Silkworms are found in - 1 cocoons 2 huskies 3 coolies -
- 94 To search new lands is to - 1 extend 2 export 3 explore -
- 95 Persimmons are - 1 minerals 2 fruit 3 costumes -
- 96 A dingo is a wild - 1 horse 2 cat 3 dog -
- 97 A temple is a place for - 1 storage 2 industry 3 worship -
- 98 Currants are - 1 volcanoes 2 berries 3 showers -
- 99 Temperate means - 1 generate 2 cultivate 3 moderate -
- 100 To need is to be - 1 natural 2 necessary 3 neat -

* End of exercises. Look over your work carefully.

- 76 To realize means to - 1 register 2 debate 3 know -
- 77 Distance refers to - 1 distance 2 sickness 3 customs -
- 78 A place of safety is a - 1 shelter 2 supply 3 account -
- 79 Sun dried bricks are called - 1 mutton 2 turp 3 shade -
- 80 Tourists are tropical - 1 nuts 2 birds 3 fruit -
- 81 Grapes grow in - 1 orchards 2 vineyards 3 groves -
- 82 Modern means - 1 new 2 northern 3 notice -
- 83 To paddle means to - 1 paddle 2 sell 3 signal -
- 84 Steadily means - 1 constantly 2 thrifty 3 stealthily -
- 85 A harpoon looks like a - 1 hatchet 2 lance 3 spear -
- 86 Population refers to - 1 inhabitants 2 polar 3 invitation -
- 87 Starvation refers to - 1 hunger 2 station 3 preparation -
- 88 A eucalyptus is a kind of - 1 embroidery 2 insect 3 tree -
- 89 Irregular means - 1 frigate 2 crowd 3 perpetual -
- 90 A treeless grassland is a - 1 strait 2 horizon 3 prairie -
- 91 The head of a tribe is a - 1 potter 2 shell 3 minister -
- 92 Tin and coal are - 1 fuels 2 textiles 3 minerals -
- 93 Billions are found in - 1 cocoons 2 bushes 3 coillies -
- 94 To attach new lands is to - 1 extend 2 export 3 explore -
- 95 Minerals are - 1 minerals 2 fruit 3 costume -
- 96 A dog as a wild - 1 horse 2 cat 3 dog -
- 97 A temple is a place for - 1 storage 2 industry 3 worship -
- 98 Volcanic is - 1 volcanic 2 porous 3 showers -
- 99 Irrigation means - 1 generate 2 cultivate 3 maintain -
- 100 To hunt is to be - 1 natural 2 necessary 3 need -

End of exercise. Look over your work carefully.

ANSWER SHEET

65

NAME.....EXERCISE....SCORE.....

BOY OR GIRL.....AGE.....YEARS.....MONTHS GRADE.....

	<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>
1	0	0	0	26	0	0	0	51	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	52	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	53	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	54	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	55	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	56	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	57	0	0	0	85	0	0	0
8	0	0	0	33	0	0	0	58	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	59	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	60	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	61	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	62	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	63	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	64	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	65	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	66	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	67	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	68	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	69	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	70	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	71	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	72	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	73	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	74	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	75	0	0	0	100	0	0	0

ANSWER SHEET

NAME..... EXERCISE..... SCORE.....
 BOY OR GIRL..... AGE..... YEARS..... MONTHS GRADE.....

	1	2	3		1	2	3		1	2	3		1	2	3
1	0	0	0	26	0	0	0	21	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	22	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	23	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	24	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	25	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	26	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	27	0	0	0	82	0	0	0
8	0	0	0	33	0	0	0	28	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	29	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	30	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	31	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	32	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	33	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	34	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	35	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	36	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	37	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	38	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	39	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	40	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	41	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	42	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	43	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	44	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	45	0	0	0	100	0	0	0

WORD MEANING

EXERCISE Y

INSTRUCTIONS: In each statement one of the underlined words will complete the sentence correctly. Choose the word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is marked the same as the word you choose.

WORD MEANING - EXERCISE Y

GRADE 5 - VOCABULARY

QUESTIONS: 1 2 3

1. An alligator is a - 1 snake 2 reptile 3 navigator - 1 2 3

2. Commerce refers to - 1 exchange 2 entrance 3 trade - 1 2 3

Do not stop at the end of the page, go right on until you come to the end of the fourth page. Then look over your work carefully and sit quietly waiting for the other pupils to finish.

WORD MEANING - EXERCISE 1

GRADE 5 - VOCABULARY

WORD MEANING

EXERCISE

DIRECTIONS: In each statement one of the three numbered words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is numbered the same as the word you have chosen.

SAMPLES:

1	2	3
---	---	---

1 An alligator is a - 1 house 2 reptile 3 navigator -

1	0	0	0
---	---	---	---

2 Commerce refers to - 1 commence 2 entrance 3 trade -

2	0	0	0
---	---	---	---

15 Hydroelectric power comes from - 1 coal 2 oil 3 water -

Do not stop at the end of the page, go right on until you come to the end of the fourth page. Then look over your work carefully and sit quietly waiting for the other pupils to finish.

20 Terminal means an - 1 end 2 essential 3 ordeal -

21 The tundra is - 1 tropical 2 treeless 3 swampy -

22 Worsted refers to - 1 cloth 2 metal 3 grain -

23 Unfortunate means - 1 unfit 2 unlucky 3 ungrateful -

24 Bauxite is a - 1 flower 2 bush 3 mineral -

25 Lava comes from a - 1 grove 2 jungle 3 volcano -

Go right on to the next page.

- 1 Agriculture refers to - 1 fishing 2 farming 3 mining -
- 2 Engaged means - 1 occupied 2 ensilage 3 skilled -
- 3 Summit refers to - 1 cascade 2 freedom 3 top -
- 4 Natural means - 1 native 2 national 3 shared -
- 5 Legends are - 1 lindens 2 stories 3 doldrums -
- 6 Poultry refers to - 1 centers 2 portion 3 fowls -
- 7 Costly means - 1 extensive 2 chiefly 3 expensive -
- 8 Opportunity means - 1 comparison 2 chance 3 connects -
- 9 Treeless plains are - 1 llanos 2 levees 3 llamas -
- 10 Dates comes from a - 1 tree 2 canyon 3 dredge -
- 11 A frontispiece is a - 1 patio 2 chemical 3 picture -
- 12 A schooner is a - 1 school 2 ship 3 slate -
- 13 An unburnable mineral is - 1 alpacas 2 asbestos 3 jute -
- 14 A restaurant is a - 1 refinery 2 café 3 descendant -
- 15 Hydroelectric power comes from - 1 coal 2 oil 3 water -
- 16 Piers are - 1 wharves 2 pears 3 peons -
- 17 Platinum is used for - 1 chaff 2 jewelry 3 medicine -
- 18 Rugged regions are - 1 wide 2 steep 3 smooth -
- 19 Preserved means - 1 produced 2 stacked 3 saved -
- 20 Terminal means an - 1 end 2 essential 3 ordeal -
- 21 The tundra is - 1 tropical 2 treeless 3 swampy -
- 22 Worsted refers to - 1 cloth 2 metal 3 grain -
- 23 Unfortunate means - 1 unfit 2 unlucky 3 ungrateful -
- 24 Bauxite is a - 1 flower 2 bush 3 mineral -
- 25 Lava comes from a - 1 grove 2 jungle 3 volcano -

Go right on to the next page.

- 26 Abaca fiber is called - 1 rattan 2 hemp 3 tobacco -
27 Nitrate is used for - 1 tanning 2 cables 3 fertilizer -
28 A hindrance is a - 1 handicap 2 hint 3 disappearance -
29 Dynamite is used for - 1 blasting 2 hauling 3 coking -
30 Oil wells are - 1 refineries 2 gushers 3 caverns -
31 Drenched means - 1 dredged 2 withered 3 soaked -
32 A hard coal is - 1 peat 2 anthracite 3 bituminous -
33 Cotton grows on a - 1 montana 2 plantation 3 vineyard -
34 Citrus refers to - 1 fruit 2 fuel 3 fiber -
35 Mexican estates are - 1 fiords 2 peons 3 haciendas -
36 A hard material is - 1 pulpwood 2 sulphur 3 concrete -
37 To enrich means to - 1 improve 2 engage 3 endure -
38 Resin makes - 1 rayon 2 turpentine 3 rattan -
39 Manganese is used in making - 1 paper 2 steel 3 gum -
40 Corn is stored in - 1 mesas 2 silos 3 tankers -
41 Aluminum is made from - 1 chicle 2 nickel 3 bauxite -
42 A paving material is - 1 asphalt 2 asbestos 3 rosin -
43 A sickle is used in - 1 farming 2 mining 3 fishing -
44 Stones come from - 1 textiles 2 bolls 3 quarries -
45 A forage crop is - 1 cotton 2 alfalfa 3 adobe -
46 Mestizos are - 1 people 2 animals 3 birds -
47 Principal means - 1 political 2 important 3 national -
48 Ensilage is - 1 ore 2 timber 3 fodder -
49 Sequoias are - 1 animals 2 minerals 3 trees -
50 A tree-like plant is - 1 bamboo 2 copra 3 vanadium -

Go right on to the next page.

- 51 Maritime refers to - 1 foundries 2 margin 3 navigation -
- 52 Portable means - 1 political 2 regional 3 movable -
- 53 Anchored means - 1 conquered 2 fastened 3 stretched -
- 54 Erosion causes - 1 destruction 2 elevations 3 suction -
- 55 Soars means to - 1 attach 2 puncture 3 rise -
- 56 Adopt means to - 1 choose 2 exhibit 3 hoist -
- 57 Blizzards are - 1 reptiles 2 storms 3 reasons -
- 58 To stray means to - 1 rival 2 wander 3 supply -
- 59 Hurricanes are - 1 hammocks 2 minerals 3 storms -
- 60 Additional means - 1 advantage 2 regional 3 more -
- 61 Unrefined means - 1 crude 2 crowd 3 polished -
- 62 Hub means - 1 haul 2 center 3 hull -
- 63 A province is a - 1 division 2 piedmont 3 furnace -
- 64 An audience is a group of - 1 ships 2 persons 3 ledges -
- 65 Pasturage is for - 1 anchorage 2 language 3 grazing -
- 66 Gashes are - 1 gushers 2 bogs 3 cuts -
- 67 A short form is an - 1 abbreviation 2 edge 3 extension -
- 68 Intertwined means - 1 invested 2 twisted 3 interrupted -
- 69 A civilian is a - 1 caliche 2 dominion 3 person -
- 70 Turpentine comes from - 1 fish 2 trees 3 grain -
- 71 A cypress is a - 1 tree 2 fruit 3 fish -
- 72 Boring means - 1 refining 2 baling 3 drilling -
- 73 Peons are - 1 people 2 animals 3 birds -
- 74 Cacao is used for - 1 clothing 2 fuel 3 food -
- 75 Entertainment means - 1 fierce 2 amusement 3 monument -

Go right on to the next page.

- 76 A bale could be - 1 bulky 2 crockery 3 bulbs -
- 77 Prevent means to - 1 provide 2 pretend 3 hinder -
- 78 A fathom is a - 1 holiday 2 folder 3 measure -
- 79 Kafir is for - 1 cattle 2 fertilizer 3 glue -
- 80 A barge is a - 1 derrick 2 signal 3 vessel -
- 81 Oozes means - 1 flows 2 occupies 3 swarms -
- 82 There are petrified - 1 mesas 2 trees 3 smelters -
- 83 Farm animals are - 1 poultry 2 sorghums 3 livestock -
- 84 Pulp is made into - 1 blocks 2 paper 3 hardware -
- 85 A permit is a - 1 project 2 license 3 tunnel -
- 86 Locks are found in a - 1 canal 2 silo 3 savanna -
- 87 A slanting trough is a - 1 margin 2 churn 3 chute -
- 88 A yacht is a - 1 tribe 2 boat 3 taqua -
- 89 Bunches means - 1 clusters 2 bushes 3 supplies -
- 90 Sagebrush grows in a - 1 sierra 2 swamp 3 desert -
- 91 Burlap is a coarse - 1 fabric 2 sand 3 fiber -
- 92 Rings of a tree shows its - 1 kind 2 age 3 height -
- 93 Quarrelled means - 1 mined 2 quarried 3 fought -
- 94 A poncho is a - 1 blanket 2 fish 3 sponge -
- 95 Carabaos are - 1 buffalo 2 carrots 3 insects -
- 96 A volcanic opening is a - 1 loop 2 crater 3 threshold -
- 97 Merchants are - 1 distributors 2 magazines 3 tourists -
- 98 Tending means - 1 destructive 2 watching 3 boring -
- 99 A view is a - 1 vein 2 vine 3 scene -
- 100 Well-known means - 1 famous 2 wealthy 3 sheltered -

* End of exercises. Look over your work carefully.

ANSWER SHEET

71

NAME.....EXERCISE....SCORE.....

BOY OR GIRL.....AGE.....YEARS.....MONTHS GRADE.....

	<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>
1	0	0	0	26	0	0	0	51	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	52	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	53	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	54	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	55	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	56	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	57	0	0	0	85	0	0	0
8	0	0	0	33	0	0	0	58	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	59	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	60	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	61	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	62	0	0	0	87	0	0	0
13	0	0	0	38	0	0	0	63	0	0	0	88	0	0	0
14	0	0	0	39	0	0	0	64	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	65	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	66	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	67	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	68	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	69	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	70	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	71	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	72	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	73	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	74	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	75	0	0	0	100	0	0	0

WORD MEANING

EXERCISE

DIRECTIONS: In each statement one of the three underlined words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is numbered the same as the word.

WORD MEANING - EXERCISE Z

GRADE 6 - VOCABULARY

QUESTIONS

- 1 An alligator is a - 1 house 2 reptile 3 navigator - 1 4 5 6
- 2 Commerce refers to - 1 commerce 2 entrance 3 trade - 2 3 4 5

Do not stop at the end of the page, go right on until you come to the end of the fourth page. Then look over your work carefully and sit quietly waiting for the other pupils to finish.

WORD MEANING

EXERCISE

DIRECTIONS: In each statement one of the three numbered words will complete the sentence correctly. Choose the best word and mark the answer sheet. Be sure to fill in the circle carefully in the column which is numbered the same as the word you have chosen.

SAMPLES:

1 2 3

1 An alligator is a - 1 house 2 reptile 3 navigator - 1 0 0 0

2 Commerce refers to - 1 commence 2 entrance 3 trade - 2 0 0 0

Do not stop at the end of the page, go right on until you come to the end of the fourth page. Then look over your work carefully and sit quietly waiting for the other pupils to finish.

THE ANSWER SHEET

INSTRUCTIONS

1. In each statement one of the three numbered
 words will complete the sentence correctly. Choose the
 best word and mark the answer sheet. Be sure to fill in
 the circle carefully in the column which is numbered the
 same as the word you have chosen.

EXAMPLES

1. An airplane is a - 1 house 2 rapids 3 navigator - 1 0 0 0
 2. Tomorrow's report is - 1 entrance 2 trade - 2 0 0 0

Do not stop at the end of the page, go right on until you
 come to the end of the fourth page. Then look over your
 work carefully and sit quietly waiting for the other pupils
 to finish.

- 1 Artificial means - 1 artistic 2 unnatural 3 article -
- 2 A rajah is a - 1 ranger 2 empire 3 ruler -
- 3 Indicated means - 1 invisible 2 shown 3 increased -
- 4 An obstacle is a - 1 barrier 2 firth 3 benefit -
- 5 Translated means - 1 temporary 2 changed 3 shrewd -
- 6 Wealthiest means - 1 richest 2 scantiest 3 healthiest -
- 7 Ceded means - 1 prepared 2 scattered 3 transferred -
- 8 An abbey is a - 1 calendar 2 church 3 branch -
- 9 Graphite is used in - 1 cement 2 pencils 3 tarring -
- 10 Ancestry refers to - 1 descent 2 design 3 district -
- 11 Peat is used for - 1 building 2 food 3 fuel -
- 12 Energetic people are - 1 inactive 2 idle 3 industrious -
- 13 A collection of maps is an - 1 atlas 2 axis 3 acre -
- 14 Precious means - 1 perceive 2 valuable 3 perish -
- 15 A telegraph is for - 1 storage 2 messages 3 drainage -
- 16 A chateau is a - 1 church 2 chemical 3 dwelling -
- 17 Surplus means - 1 extra 2 surface 3 insufficient -
- 18 A dirigible is an - 1 estuary 2 airship 3 antipodes -
- 19 Midst means - 1 moist 2 margin 3 center -
- 20 Excavate means - 1 evaporate 2 elevate 3 hollow -
- 21 Not progressive means - 1 modern 2 backward 3 forward -
- 22 Densely means - 1 thickly 2 thinly 3 keenly -
- 23 Patrolled means - 1 guarded 2 purchased 3 gauged -
- 24 An archipelago consists of - 1 land 2 water 3 cargo -
- 25 A shallow bay is a - 1 launch 2 lagoon 3 lantern -

Go right on to the next page.

- 26 Camphor comes from - 1 mines 2 geysers 3 trees -
- 27 Bleak means - 1 blast 2 ample 3 bare -
- 28 Anxious means - 1 worried 2 angry 3 astride -
- 29 Gondolas are - 1 boats 2 animals 3 plants -
- 30 Portion means - 1 policy 2 plaster 3 part -
- 31 Scarcity of food means - 1 abundance 2 famine 3 fringe -
- 32 A globe is a - 1 barrel 2 sphere 3 guard -
- 33 Decayed means - 1 rotted 2 rooted 3 robbed -
- 34 Invaded means - 1 isolated 2 entered 3 invented -
- 35 A locomotive is a - 1 vehicle 2 locust 3 location -
- 36 Altitude refers to - 1 depth 2 attitude 3 height -
- 37 Financial refers to - 1 dominion 2 province 3 money -
- 38 Prosperous means - 1 successful 2 enormous 3 failure -
- 39 A medical college is for - 1 teachers 2 doctors 3 actors -
- 40 Architects are - 1 ancestors 2 designers 3 lawyers -
- 41 Dairying is an - 1 advantage 2 animal 3 industry -
- 42 Antimony is a - 1 metal 2 tree 3 bird -
- 43 A scholar is a - 1 shipper 2 student 3 sculptor -
- 44 To memorize is to - 1 search 2 mention 3 learn -
- 45 Slender means - 1 slim 2 strong 3 shallow -
- 46 A waterfall is a - 1 caravan 2 cataract 3 crevasse -
- 47 A library is for - 1 luxuries 2 shrubs 3 books -
- 48 An inhabitant is a - 1 corridor 2 dweller 3 producer -
- 49 Quicksilver is called - 1 mercury 2 meridian 3 marble -
- 50 A hurried view is a - 1 glimpse 2 glitter 3 glaze -

Go right on to the next page.

30. Gopher comes from - 1 gopher 2 gopher 3 trees -
 31. Black means - 1 black 2 apple 3 base -
 32. Laxative means - 1 worried 2 angry 3 worried -
 33. Laxative means - 1 worried 2 angry 3 worried -
 34. Laxative means - 1 worried 2 angry 3 worried -
 35. Laxative means - 1 worried 2 angry 3 worried -
 36. Laxative means - 1 worried 2 angry 3 worried -
 37. Laxative means - 1 worried 2 angry 3 worried -
 38. Laxative means - 1 worried 2 angry 3 worried -
 39. Laxative means - 1 worried 2 angry 3 worried -
 40. Laxative means - 1 worried 2 angry 3 worried -
 41. Laxative means - 1 worried 2 angry 3 worried -
 42. Laxative means - 1 worried 2 angry 3 worried -
 43. Laxative means - 1 worried 2 angry 3 worried -
 44. Laxative means - 1 worried 2 angry 3 worried -
 45. Laxative means - 1 worried 2 angry 3 worried -
 46. Laxative means - 1 worried 2 angry 3 worried -
 47. Laxative means - 1 worried 2 angry 3 worried -
 48. Laxative means - 1 worried 2 angry 3 worried -
 49. Laxative means - 1 worried 2 angry 3 worried -
 50. Laxative means - 1 worried 2 angry 3 worried -
 51. Laxative means - 1 worried 2 angry 3 worried -
 52. Laxative means - 1 worried 2 angry 3 worried -
 53. Laxative means - 1 worried 2 angry 3 worried -
 54. Laxative means - 1 worried 2 angry 3 worried -
 55. Laxative means - 1 worried 2 angry 3 worried -
 56. Laxative means - 1 worried 2 angry 3 worried -
 57. Laxative means - 1 worried 2 angry 3 worried -
 58. Laxative means - 1 worried 2 angry 3 worried -
 59. Laxative means - 1 worried 2 angry 3 worried -
 60. Laxative means - 1 worried 2 angry 3 worried -

- 51 A czar is a - 1 king 2 stockman 3 peasant -
- 52 Relics are kept in a - 1 reservoir 2 freighter 3 museum -
- 53 Earthenware is - 1 drygoods 2 baked clay 3 jute -
- 54 Skilled workers are - 1 craftsmen 2 coolies 3 herdsmen -
- 55 Filaments are - 1 kernels 2 filatures 3 wires -
- 56 A junk is for - 1 weaving 2 cargo 3 grinding -
- 57 Tungsten is - 1 mined 2 eaten 3 planted -
- 58 Quantities refer to - 1 amounts 2 qualities 3 questions -
- 59 To distinguish is to - 1 distress 2 recognize 3 suffer -
- 60 A census is a - 1 cable 2 crop 3 count -
- 61 Hyacinths are - 1 minerals 2 winds 3 flowers -
- 62 A marsupial animal is a - 1 yak 2 kangaroo 3 llama -
- 63 Illuminating means - 1 launching 2 molding 3 lighting -
- 64 A desert is - 1 arid 2 dainty 3 greedy -
- 65 A rickshaw is a - 1 taxicab 2 tribe 3 tourist -
- 66 Malaria is a - 1 bulb 2 disease 3 trinket -
- 67 Raised level areas are - 1 terminus 2 terraces 3 valleys -
- 68 Savage means not - 1 civilized 2 laded 3 noticeable -
- 69 Games are held in a - 1 statue 2 stadium 3 station -
- 70 A turban may be - 1 caged 2 driven 3 worn -
- 71 Seldom means - 1 rarely 2 often 3 thoroughly -
- 72 A calamity is an - 1 accident 2 exhibit 3 advantage -
- 73 Residential districts are - 1 docks 2 forests 3 suburbs -
- 74 Scores means - 1 height 2 cranes 3 many -
- 75 Chromium is a - 1 metal 2 fertilizer 3 plant -

Go right on to the next page.

- 61 A car is a - 1 king 2 stockman 3 peasant -
- 62 Relics are kept in a - 1 reservoir 2 freighter 3 museum -
- 63 Earthenware is - 1 drygoods 2 baked clay 3 jade -
- 64 Skilled workers are - 1 craftsmen 2 coolies 3 herdsmen -
- 65 Filaments are - 1 kernels 2 filatures 3 wires -
- 66 A junk is for - 1 weaving 2 cargo 3 grinding -
- 67 Tungsten is - 1 mined 2 eaten 3 planted -
- 68 Quantities refer to - 1 amounts 2 qualities 3 questions -
- 69 To distinguish is to - 1 distress 2 recognize 3 suffer -
- 70 A census is a - 1 cable 2 crop 3 count -
- 71 Hyacinths are - 1 minerals 2 winds 3 flowers -
- 72 A marsupial animal is a - 1 yak 2 kangaroo 3 llama -
- 73 Illuminating means - 1 launching 2 molding 3 fighting -
- 74 A desert is - 1 arid 2 dainty 3 greedy -
- 75 A rickshaw is a - 1 taxicab 2 tribe 3 tourist -
- 76 Malaria is a - 1 pulp 2 disease 3 trinket -
- 77 Raised level areas are - 1 terminus 2 terraces 3 valleys -
- 78 Savage means not - 1 civilized 2 loaded 3 noticeable -
- 79 Games are held in a - 1 statue 2 stadium 3 station -
- 80 A turban may be - 1 caged 2 driven 3 worn -
- 81 Seldom means - 1 rarely 2 often 3 thoroughly -
- 82 A symmetry is an - 1 accident 2 exhibit 3 advantage -
- 83 Hospital districts are - 1 books 2 forests 3 suburbs -
- 84 Storm means - 1 height 2 crown 3 many -
- 85 Uranium is a - 1 metal 2 fertilizer 3 plant -

- 76 A monsoon is a - 1 wind 2 mixture 3 perfume -
- 77 To supply means to - 1 resemble 2 remind 3 furnish -
- 78 Kimonos are - 1 garments 2 flowers 3 animals -
- 79 To impress is to - 1 influence 2 include 3 import -
- 80 A peddler would - 1 graze 2 sell 3 harvest -
- 81 A missionary is a - 1 building 2 territory 3 person -
- 82 Poverty causes - 1 ease 2 prosperity 3 need -
- 83 Cutlery refers to - 1 knives 2 pottery 3 vegetation -
- 84 Barges are found on - 1 boundaries 2 farms 3 rivers -
- 85 Soviet means a - 1 council 2 state 3 duchy -
- 86 Customers are - 1 buyers 2 sellers 3 builders -
- 87 Trawlers are used in - 1 mining 2 fishing 3 farming -
- 88 A passenger liner is a - 1 train 2 ship 3 bus -
- 89 Professors are - 1 instructors 2 scientists 3 sculptors -
- 90 Time between events are - 1 gems 2 intervals 3 droughts -
- 91 Lichens are small - 1 plants 2 insects 3 birds -
- 92 Predict means to - 1 substitute 2 foretell 3 calm -
- 93 To isolate is to - 1 separate 2 excavate 3 deposit -
- 94 Anxious means - 1 apt 2 concerned 3 contented -
- 95 A dike is a - 1 dam 2 fort 3 dome -
- 96 To venture is to - 1 contact 2 dare 3 extract -
- 97 A sampan is a - 1 home 2 disease 3 boat -
- 98 To fix firmly is to - 1 destroy 2 establish 3 compare -
- 99 One hundred years is a - 1 decade 2 score 3 century -
- 100 A delegate is a - 1 trader 2 representative 3 porter -

* End of exercises. Look over your work carefully.

- 95 A mansion is a - 1 wind 2 mixture 3 perfume -
- 96 To supply means to - 1 resemble 2 remind 3 turnish -
- 97 Kimonos are - 1 garments 2 flowers 3 animals -
- 98 To impress is to - 1 influence 2 include 3 import -
- 99 A peashooter would - 1 grass 2 sell 3 harvest -
- 100 A missionary is a - 1 building 2 territory 3 person -
- 101 Poverty causes - 1 ease 2 prosperity 3 need -
- 102 Cutlery refers to - 1 knives 2 pottery 3 vegetation -
- 103 Barges are found on - 1 boundaries 2 farms 3 rivers -
- 104 Soviet means a - 1 council 2 state 3 duchy -
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- 114 A dike is a - 1 dam 2 fort 3 dome -
- 115 To venture is to - 1 contact 2 dare 3 extract -
- 116 A sampan is a - 1 home 2 disease 3 boat -
- 117 To fix firmly is to - 1 destroy 2 establish 3 compare -
- 118 One hundred years is a - 1 decade 2 score 3 century -
- 119 A delegate is a - 1 trader 2 representative 3 porter -

ANSWER SHEET

77

NAME.....EXERCISE....SCORE.....

BOY OR GIRL.....AGE.....YEARS.....MONTHS GRADE.....

	<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>		<u>1</u>	<u>2</u>	<u>3</u>
1	0	0	0	26	0	0	0	51	0	0	0	76	0	0	0
2	0	0	0	27	0	0	0	52	0	0	0	77	0	0	0
3	0	0	0	28	0	0	0	53	0	0	0	78	0	0	0
4	0	0	0	29	0	0	0	54	0	0	0	79	0	0	0
5	0	0	0	30	0	0	0	55	0	0	0	80	0	0	0
6	0	0	0	31	0	0	0	56	0	0	0	81	0	0	0
7	0	0	0	32	0	0	0	57	0	0	0	85	0	0	0
8	0	0	0	33	0	0	0	58	0	0	0	83	0	0	0
9	0	0	0	34	0	0	0	59	0	0	0	84	0	0	0
10	0	0	0	35	0	0	0	60	0	0	0	85	0	0	0
11	0	0	0	36	0	0	0	61	0	0	0	86	0	0	0
12	0	0	0	37	0	0	0	62	0	0	0	87	0	0	0
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14	0	0	0	39	0	0	0	64	0	0	0	89	0	0	0
15	0	0	0	40	0	0	0	65	0	0	0	90	0	0	0
16	0	0	0	41	0	0	0	66	0	0	0	91	0	0	0
17	0	0	0	42	0	0	0	67	0	0	0	92	0	0	0
18	0	0	0	43	0	0	0	68	0	0	0	93	0	0	0
19	0	0	0	44	0	0	0	69	0	0	0	94	0	0	0
20	0	0	0	45	0	0	0	70	0	0	0	95	0	0	0
21	0	0	0	46	0	0	0	71	0	0	0	96	0	0	0
22	0	0	0	47	0	0	0	72	0	0	0	97	0	0	0
23	0	0	0	48	0	0	0	73	0	0	0	98	0	0	0
24	0	0	0	49	0	0	0	74	0	0	0	99	0	0	0
25	0	0	0	50	0	0	0	75	0	0	0	100	0	0	0

NAME.....										EXEMPTIONS.....SCORE.....																
BOY OR GIRL.....										AGE.....YEARS.....MONTHS.....GRADE.....																
<u>1</u>			<u>2</u>			<u>3</u>			<u>1</u>			<u>2</u>			<u>3</u>			<u>1</u>			<u>2</u>			<u>3</u>		
1	0	0	0	0	0	28	0	0	0	0	0	0	21	0	0	0	0	0	76	0	0	0	0	0	0	
2	0	0	0	0	0	27	0	0	0	0	0	0	22	0	0	0	0	0	77	0	0	0	0	0	0	
3	0	0	0	0	0	28	0	0	0	0	0	0	23	0	0	0	0	0	78	0	0	0	0	0	0	
4	0	0	0	0	0	29	0	0	0	0	0	0	24	0	0	0	0	0	79	0	0	0	0	0	0	
5	0	0	0	0	0	20	0	0	0	0	0	0	25	0	0	0	0	0	80	0	0	0	0	0	0	
6	0	0	0	0	0	31	0	0	0	0	0	0	26	0	0	0	0	0	81	0	0	0	0	0	0	
7	0	0	0	0	0	32	0	0	0	0	0	0	27	0	0	0	0	0	82	0	0	0	0	0	0	
8	0	0	0	0	0	33	0	0	0	0	0	0	28	0	0	0	0	0	83	0	0	0	0	0	0	
9	0	0	0	0	0	34	0	0	0	0	0	0	29	0	0	0	0	0	84	0	0	0	0	0	0	
10	0	0	0	0	0	35	0	0	0	0	0	0	30	0	0	0	0	0	85	0	0	0	0	0	0	
11	0	0	0	0	0	36	0	0	0	0	0	0	31	0	0	0	0	0	86	0	0	0	0	0	0	
12	0	0	0	0	0	37	0	0	0	0	0	0	32	0	0	0	0	0	87	0	0	0	0	0	0	
13	0	0	0	0	0	38	0	0	0	0	0	0	33	0	0	0	0	0	88	0	0	0	0	0	0	
14	0	0	0	0	0	39	0	0	0	0	0	0	34	0	0	0	0	0	89	0	0	0	0	0	0	
15	0	0	0	0	0	40	0	0	0	0	0	0	35	0	0	0	0	0	90	0	0	0	0	0	0	
16	0	0	0	0	0	41	0	0	0	0	0	0	36	0	0	0	0	0	91	0	0	0	0	0	0	
17	0	0	0	0	0	42	0	0	0	0	0	0	37	0	0	0	0	0	92	0	0	0	0	0	0	
18	0	0	0	0	0	43	0	0	0	0	0	0	38	0	0	0	0	0	93	0	0	0	0	0	0	
19	0	0	0	0	0	44	0	0	0	0	0	0	39	0	0	0	0	0	94	0	0	0	0	0	0	
20	0	0	0	0	0	45	0	0	0	0	0	0	40	0	0	0	0	0	95	0	0	0	0	0	0	
21	0	0	0	0	0	46	0	0	0	0	0	0	41	0	0	0	0	0	96	0	0	0	0	0	0	
22	0	0	0	0	0	47	0	0	0	0	0	0	42	0	0	0	0	0	97	0	0	0	0	0	0	
23	0	0	0	0	0	48	0	0	0	0	0	0	43	0	0	0	0	0	98	0	0	0	0	0	0	
24	0	0	0	0	0	49	0	0	0	0	0	0	44	0	0	0	0	0	99	0	0	0	0	0	0	
25	0	0	0	0	0	50	0	0	0	0	0	0	45	0	0	0	0	0	100	0	0	0	0	0	0	






EFFICIENCY BOND

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